

Miami-Dade County Public Schools

Henry E.S. Reeves Elementary School



2015-16 School Improvement Plan

Henry E.S. Reeves Elementary School

2005 NW 111TH ST, Miami, FL 33167

<http://henryreeves.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

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	B

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our goal at Henry E. S. Reeves Elementary is to create a school where high motivation, technological sophistication and creativity contribute to strong student academic performance. Our school will serve the diverse needs of students and foster an environment enriching the quality of life for every member of our school community. Henry E. S. Reeves Elementary School is a state-of-the-art school in terms of technology, educator accountability and incentives for teaching success.

Provide the school's vision statement

Henry E. S. Reeves is to be a model for quality public education. In being that model, we will provide a rigorous academic environment that targets literacy in reading, writing and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context as a life - long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

School Environment

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

The staff here at Henry E.S. Reeves Elementary School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development. Henry E.S. Reeves Elementary services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

Students at Henry E.S. Reeves Elementary are provided a variety of culturally based programs and activities to enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, the DARE Program, Art Club, Anti-bullying and Character Education, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, tap into and explore their interests, and increase self-awareness and confidence.

Achieving excellence, maximizing potential, and becoming lifelong learners are not concepts that apply only to students at Henry E.S. Reeves Elementary. Teachers and Administration recognize the importance of refining their pedagogical and leadership skills and are proactive in seeking out professional

development. Participating in an assortment of educational trainings and courses contribute greatly to implementing the most effective and current research-based educational strategy within the classroom and creates a solid foundation on which everyone can build.

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

Through the implementation of Character Education, our students and staff feel respected at all times. Students and parents are taught the expectations and therefore this contributes to creating a safe, family community that families value so much. Additionally Henry E.S. Reeves Elementary School incorporated the following to ensure a safe and respected environment for all:

- Teacher, administrative, and guidance presence during all transition times throughout the day
- Values Matter
- Character Education
- Administrative and guidance presence daily during lunch
- Opportunity to model school-wide expectations
- Community and Parental Involvement
- Behavior and concerns are addressed immediately
- Anti Bullying Policy
- PTA/EESAC parent meetings
- Fundamental expectations for behavior and academics
- Students are offered the opportunity to problem solve

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

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Established protocols such as defined classroom rules and consequences, implementation of the Elementary Code of Conduct, Values Matter and the school-wide discipline plan will help to promote and maintain a positive learning environment free from disruptions of the teaching and learning process. Henry E.S. Reeves Elementary School also incorporates all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. A different core value is highlighted every month through morning announcements. In addition, expectations of classroom behaviors, rewards and consequences are a collaborative effort within grade levels. These expectations are expressed to students with the anticipation that classroom management is consistently and effectively implemented in each classroom.

At present, teachers are required to seek immediate assistance from another teacher or contact the office for security if the behavioral situation warrants immediate removal of a student. A referral form is used to detail specific incidents and behaviors that resulted in the student's removal. Parents are contacted by the teacher to discuss the details of the incident, and the counselor follows-up with individual counseling, as needed.

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

Henry E.S. Reeves Elementary School ensures the social-emotional needs of students are being met by the implementation of a school-wide corrective action plan. This plan encompasses the entire learning community of Henry E.S. Reeves Elementary School. All teachers, leadership team members, school counselor and administration will provide the necessary leadership to ensure that the corrective action plan is effectively implemented and every effort is made to ensure students are in school.

The counselor and administration will serve as the liaison between students, teachers, and parents. It is the responsibility of the counselor to provide the appropriate character education, conflict

resolution, and anti-bully curriculum to all students. The counselor and success coach will also facilitate counseling throughout the year to targeted students who have displayed ongoing behavior, academic and retention problems.

In addition, the school counselor and success coach provides academic support, individual and group sessions on topics including conflict resolution, anger management, parent conferences, crisis counseling, and grief counseling to aid in the academic, social, and emotional growth of every student. Our school psychologist has been assigned to assess students, collect and analyze data, recommend academic, mental, and behavioral interventions, and monitor progress.

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

Excessive Absences (Excused and Unexcused)
Excessive Tardies
Three (3) or more Disciplinary Referrals

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	23	16	13	19	18	13	102
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	7	9	0	29	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	16	9	2	21	37	92

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

Intervention strategies employed by Henry E.S. Reeves Elementary School to improve academic performance of students identified by the EWS are:

- Provide parents with information to assist them in improving student attendance.
- Never Been Absent (NBA) incentives established to recognize students for perfect attendance.
- Provide parents health information, resources and literature through the Health Connect services.
- The MTSS/Rtl Team monitors students who receive one or more suspensions providing students with counseling and encourage parental involvement in this process.
- Recognize students for outstanding citizenship through "Do the Right Thing" program.
- Peer mediation teams to address conflict resolution.
- Provide interventions to address students' areas of deficiencies who are Level 1 on statewide assessments

- Implement Reading Works interventions to ensure students are receiving targeted intensive instruction.
- Henry E.S. Reeves Elementary School hosts eight sessions of Saturday Academy from January to March each year. The program is funded through Title I and level 1 and 2 students are identified as students who require additional interventions for participation in the program.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189857>.

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 Community Involvement Specialist in conjunction with the Guidance Counselor makes contact with local business, parents, local colleges and universities to secure and utilize resources to support the school and student achievement. The companies and organizations are as follows:

Phi Beta Sigma - Gift cards to be used at Publix provide Thanksgiving baskets for the families of students in need.

Heiken Optical - Provides eye exams and glasses for students who do not have vision insurance.
Barry University (School of Education) - Interns to provide additional assistance to the classroom teacher.

Miami Dade College - Interns to provide additional assistance to the classroom teacher.

Big Brothers Big Sisters - mentor partnership that provides professional one to one relationships that change students lives with higher aspirations, greater confidence and educational success.

The Listeners / Oyentes Program - supports the teachers and counselors by listening to students to defuse their emotions, so students can better absorb the lessons being taught.

The Children's Bereavement Center - extends supportive services, education and resources to families, caregivers, and the community.

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
Gibbs, Julian	Principal
Jones, Tania	Assistant Principal
Martinez, Selines	Instructional Coach
Parker, Alexis	Instructional Coach
Andre, Juliette	Guidance Counselor
Clarke, Laureen	Other
Dieudonne, Carole	Psychologist

Duties

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

Team Members and their responsibilities:

Mr. Julian E. Gibbs, Ms. Tania L. Jones (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/RtI skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/RtI functions, plans and projects.

Ms. Selines Martinez, Ms. Jeanette Martinez, Ms. Tamara Jones, Ms. Monique Bryant, Mr. Ryan Hamilton, Mr. Aaron Taylor, Ms. Nancy Rubin, Ms. Kamasia Wright, and Ms. Rose Mont'Ros (Grade Level Chairpersons, ELL Instructor/Bilingual Instructors and ESE Instructor): Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.

Ms. Selines Martinez (Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading program; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Alexis Parker (Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Juliette Andre (Guidance Counselor): Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/RtI.

Ms. Carol Dieudonne (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/RtI to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in the collection and interpretation of data.

Ms. Lauren Clarke (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

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

MTSS/RtI is an extension of the school's Leadership Team. It has been strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- administrator(s) who will ensure commitment and allocate resources;
- teacher(s) and reading coach who share the common goal of improving instruction for all students;
- team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Instructional Coach
- School Guidance Counselor
- Special Education Personnel
- School Psychologist
- School Social Worker
- Speech/Language Pathologist
- EESAC Chair
- Community Stakeholder

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and support designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided

in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I, Part A

Henry E.S. Reeves Elementary provides services to ensure that the needs of all students are identified and met. Students requiring additional remediation are assisted through extended learning opportunities. The district coordinated with the Title II and Title III work together in ensuring staff development needs is provided. Support services are provided to students. The Literacy Leadership Team develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment as well as 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 considered “at risk;” assist in the design and implementation for progress monitoring, data collection and analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive parental involvement program.

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, and Migrant Education Program.

Title II

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

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

Training for add-on endorsement programs, such as Reading, Gifted, and 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) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- 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)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification,

enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

Henry E.S. Reeves Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

1. Henry E.S. Reeves Elementary 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, lunch and after- care snacks follows the Healthy Food Beverage Guideline as adopted in the District's Wellness Policy.

Head Start

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julian E. Gibbs	Principal
Ryan Hamilton	Teacher
Keishunda Doe- Blanding	Teacher
Angel Maloy	Teacher
Jocelyn Peterson	Teacher
Aaron Taylor	Teacher
Carlene Lopez	Teacher
Nicole Himphill	Teacher
Alexis Parker	Teacher
Dr. Norris Kelly	Business/Community
Earl Davis	Business/Community
Fred Mims	Business/Community
Jessica Jordan	Parent
Joseph Gillard	Business/Community
Landry Johnson	Business/Community
Meka Clinch	Education Support Employee
Michael Yearby	Business/Community
Odelin Garcia	Parent
Dorian Williams	Student
Santarvis Brown	Business/Community
Shereka Spires	Parent

Duties

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

Evaluation of last year's school improvement plan

The school's Educational Excellence School Advisory Council (EESAC) met to evaluate the school's School Improvement Plan (SIP). They felt that most goals and items were highly effective and should remain in place. The committee suggested that more supplemental educational resources are needed to assist with enhancing differentiated instruction.

Development of this school improvement plan

The EESAC Committee is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of Year School Improvement Plan Recommendations/Review. Once the School Improvement Plan is drafted by the School Improvement Plan Writing Team, the EESAC Committee carefully review the document and make suggestions to the School Improvement Plan Writing Team. The School Improvement Plan is once again reviewed and approved by the EESAC Committee and implemented school-wide.

Preparation of the school's annual budget and plan

The Educational School Advisory Council (ESSAC) funds will be utilized to defray expenditures for student incentives, tutoring, food snacks and materials for the Saturday tutorial program.

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

The Educational School Advisory Council (EESAC) \$2999.00 funds was utilized to defray expenditures for student incentives, food snacks, tutoring and materials for tutoring program. Title 1 \$8,000 funds was utilized to purchase STAR and Accelerated Reader program to enhance students in grades K-5 fluency, vocabulary and reading comprehension skills.

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
Gibbs, Julian	Principal
Jones, Tania	Assistant Principal
Martinez, Selines	Instructional Coach
Andre, Juliette	Guidance Counselor
Parker, Alexis	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Henry E.S. Reeves' Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. Provide support for the implementation of the Common Core State Standards, identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

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

Henry E.S. Reeves Elementary incorporates strategies to encourage positive working relationships between teachers by providing:
Structured teachers schedules to accommodate Collaborative Planning
Highlighting and sharing of "Best Practices" during faculty meetings
Professional Learning Communities are implemented to address areas of need across grade levels
Peer mentoring to observe and model best practices

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

Communicate with local universities to increase the number of internships at Henry E.S. Reeves Elementary and consequently increasing the amount of highly qualified candidates for employment.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their common planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year.

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

Henry E.S. Reeves Elementary ensures its core instructional programs and materials are aligned to Florida

Standards by:

- Teacher created lesson plans aligned to Florida Standards
- Professional Development is provided to understand standards properly
- Textbooks and instructional materials aligned to Florida Standards
- Administrative and district walk-through/classroom visitations to ensure use of Florida Standards
- District pacing guides by content areas

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

Henry E.S. Reeves Elementary establishes and maintains a student assessment system as well as uses systematic processes and procedures to collect data, analyze data, and improve student learning. Teachers and support staff are trained in the evaluation, interpretation and use of data. A process exists for analyzing data, and policies and procedures are clearly defined. The Literacy Leadership Team (LLT) monitors student learning and regularly communicates results to all stakeholders.

Teachers modify instruction through DI (Differentiated Instruction) to assist students having difficulty meeting proficiency. Students meeting proficiency on state assessments are provided enrichment opportunities during differentiated instruction. Additionally, students deemed as having difficulty grasping concepts during differentiated instruction receive additional Tier II Intervention utilizing the Wonder Works intervention program.

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

Strategy: Weekend Program

Minutes added to school year: 960

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners. Title I funds are used to supplement and enhance the programs for students by providing funds to implement Saturday tutorial programs. In addition, we offer Saturday Academy for students 8 weeks prior to the administration of the Florida Standards Assessment. Also, all grade levels have common planning time allotted to facilitate collaborative planning across the curriculum.

Strategy Rationale

To give students opportunities to reach their highest potential.
To give staff opportunities to collaborate and become highly effective.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gibbs, Julian, pr4491@dadeschools.net

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

Data collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the instructional coach and assistant principal monthly. Data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

Student Transition and Readiness

PreK-12 Transition

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

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

The school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All in-coming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Kindergarten students are also screened on their english language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and i-Ready . Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Each year school tours for incoming kindergartens are conducted for students and their parents. Kindergarten transition packets are distributed at the conclusion of the tour. Orientation sessions are also held in order to share expectations for the upcoming school year so students and parents are prepared.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in Literacy.
- 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. To increase student achievement by improving core instruction in Literacy. 1a

G070830

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	43.0
CELLA Reading Proficiency	32.0
CELLA Writing Proficiency	16.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	76.0
Math Gains	57.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	20.0

Resources Available to Support the Goal 2

- District Pacing Guides, ELA district website, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks Intervention Series, Literacy Coach, FCRR resources, Accelerated Reader, Professional Development, i - Ready data, effective planning and model classrooms

Targeted Barriers to Achieving the Goal 3

- Limited evidence of strategic and purposeful planning that is aligned to the Language Arts Florida standards.
- Limited evidence of explicit writing instruction across all grade levels.

Plan to Monitor Progress Toward G1. 8

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Julian Gibbs


Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

 G070831

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- District Pacing Guide, Math Item Specifications, Model Classrooms, Smartboard technology, Grab and Go Math Kits, Reflex Math, Go Math Series, Think Central, Differentiated Instruction grouping template and Math manipulative kits

Targeted Barriers to Achieving the Goal 3

- There is a need to increase K-5 teachers' knowledge and implementation of guided instruction for Differentiated Instruction.

Plan to Monitor Progress Toward G2. 8

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

G070832

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Use of interactive Science Journals and FCAT Explorer as vocabulary resource, District pacing guides, FCAT 2.0 Item Specifications, J&J Boot Camp, district science website and science labs and journals

Targeted Barriers to Achieving the Goal 3

- Limited evidence of Standards Based Planning for effective instructional delivery.

Plan to Monitor Progress Toward G3. 8

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

G070833

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	0.0
Level 1 - All Grades	20.0
Retained Students	10.0

Resources Available to Support the Goal 2

- Connect Ed Reports, Intervention Logs, Attendance Bulletin, Teachers, and Guidance Counselor .

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the attendance bulletin for targeting and providing interventions for students deemed as developing excessive attendance patterns.

Plan to Monitor Progress Toward G4. 8

Administrators and MTSS/RtI team will monitor for effectiveness through weekly updates by the TCST and intervention logs.

Person Responsible

Tania Jones

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in Literacy. **1**

 G070830

G1.B1 Limited evidence of strategic and purposeful planning that is aligned to the Language Arts Florida standards. **2**

 B184611

G1.B1.S1 Implement the backwards design during common planning to purposefully unpack the Language Arts Florida standards in order to create daily specific learning targets aligned to the skill in order to produce an end product. **4**

 S196089

Strategy Rationale

Action Step 1 **5**

Plan with teachers during common planning to unpack the standards in order to produce specific learning targets aligned to the skill in order to produce an end product.

Person Responsible

Selines Martinez

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson plan, Journal entries, student binders

Action Step 2 5

Conduct coaching cycles to literacy teachers to provide assistance in lesson delivery that is aligned to specific learning target, skill, and end product to the standards.

Person Responsible

Selines Martinez

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Coaching calendar, logs, and notes

Action Step 3 5

Conduct grade level lesson studies that focuses on the alignment of the specific learning target, skill, and end product to the standards

Person Responsible

Selines Martinez

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson plans, reflections, exit slip

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans, i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Julian Gibbs


Schedule

Daily, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans, i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

G1.B2 Limited evidence of explicit writing instruction across all grade levels. 2

 B184612

G1.B2.S1 Monitor limited evidence of explicit writing instruction across all grade levels. 4

 S196090

Strategy Rationale

Action Step 1 5

Conduct writing PD on how to analyze the writing rubric and framework

Person Responsible

Selines Martinez

Schedule

Monthly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Sign-in sheets, coaching calendars, common planning agendas

Action Step 2 5

Monitor the implementation of the writing process with a focus on specific domains.

Person Responsible

Selines Martinez

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Sign-in sheets, coaching calendars, common planning agendas

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

Consistently monitor the effective delivery of writing instruction.

Person Responsible

Selines Martinez

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Sign-in sheets, coaching calendars, common planning agendas, informal observation and classroom walk throughs

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

Consistently monitor the effective delivery of writing instruction.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Sign-in sheets, coaching calendars, common planning agendas, informal observation and classroom walk throughs

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

G070831

G2.B1 There is a need to increase K-5 teachers' knowledge and implementation of guided instruction for Differentiated Instruction. 2

B184613

G2.B1.S1 Plan for and incorporate Differentiated Instruction when planning and delivering instruction. 4

S196091

Strategy Rationale

Action Step 1 5

Provide professional development during common planning time on Differentiated Instruction. The focus will be to define differentiated instruction in a mathematics class, share best practices being used throughout the school, and the resources being used in each class.

Person Responsible

Alexis Parker

Schedule

Monthly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Agendas and sign-in sheets

Action Step 2 5

Conduct coaching cycles with select teachers as follow-up support.

Person Responsible

Alexis Parker

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Coaches log and calendar

Action Step 3 5

Monitor for fidelity and effectiveness, all components of the action plan.

Person Responsible

Julian Gibbs

Schedule

Daily, from 10/5/2015 to 12/18/2015

Evidence of Completion

Walkthrough notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Alexis Parker

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

G070832

G3.B1 Limited evidence of Standards Based Planning for effective instructional delivery. 2

B184614

G3.B1.S1 Implement collaborative planning sessions that will be conducted in alignment with Science Standards in order to produce a lesson plan frame work with the use of vocabulary and rigor. 4

S196092

Strategy Rationale

Action Step 1 5

Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.

Person Responsible

Alexis Parker

Schedule

Monthly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

Action Step 2 5

Conduct peer observations with select teachers as follow-up support.

Person Responsible

Alexis Parker

Schedule

Weekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Classroom Walkthroughs

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Alexis Parker

Schedule

Daily, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Julian Gibbs

Schedule

Daily, from 10/5/2015 to 12/18/2015

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

G070833

G4.B1 Inconsistent use of the attendance bulletin for targeting and providing interventions for students deemed as developing excessive attendance patterns. 2

B184616

G4.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. 4

S196093

Strategy Rationale

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

Action Step 1 5

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

Person Responsible

Juliette Andre

Schedule

Daily, from 10/5/2015 to 6/9/2016

Evidence of Completion

Student Attendance Reports

Action Step 2 5

Provide parents with information and professional development to assist them in improving student attendance.

Person Responsible

Juliette Andre

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Connect Ed messages, Parent Communication Log

Action Step 3 5

Establish Never Been Absent (NBA) award system to recognize students with perfect attendance.

Person Responsible

Juliette Andre

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Quarterly Attendance Logs

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

Administrators and MTSS/Rtl team will monitor this strategy for fidelity of implementation through weekly updates by the TCST and students intervention logs.

Person Responsible

Juliette Andre

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Intervention Logs

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

Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by the TCST and intervention logs.

Person Responsible

Juliette Andre

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 4491 - Henry E.S. Reeves Elem. School - 2015-16 SIP
Henry E.S. Reeves Elementary School

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	Plan with teachers during common planning to unpack the standards in order to produce specific learning targets aligned to the skill in order to produce an end product.	Martinez, Selines	10/5/2015	Lesson plan, Journal entries, student binders	12/18/2015 weekly
G1.B2.S1.A1	Conduct writing PD on how to analyze the writing rubric and framework	Martinez, Selines	10/5/2015	Sign-in sheets, coaching calendars, common planning agendas	12/18/2015 monthly
G2.B1.S1.A1	Provide professional development during common planning time on Differentiated Instruction. The focus will be to define differentiated instruction in a mathematics class, share best practices being used throughout the school, and the resources being used in each class.	Parker, Alexis	10/5/2015	Agendas and sign-in sheets	12/18/2015 monthly
G3.B1.S1.A1	Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.	Parker, Alexis	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 monthly
G4.B1.S1.A1	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	Andre, Juliette	10/5/2015	Student Attendance Reports	6/9/2016 daily
G1.B1.S1.A2	Conduct coaching cycles to literacy teachers to provide assistance in lesson delivery that is aligned to specific learning target, skill, and end product to the standards.	Martinez, Selines	10/5/2015	Coaching calendar, logs, and notes	12/18/2015 weekly
G1.B2.S1.A2	Monitor the implementation of the writing process with a focus on specific domains.	Martinez, Selines	10/5/2015	Sign-in sheets, coaching calendars, common planning agendas	12/18/2015 weekly
G2.B1.S1.A2	Conduct coaching cycles with select teachers as follow-up support.	Parker, Alexis	10/5/2015	Coaches log and calendar	12/18/2015 weekly
G3.B1.S1.A2	Conduct peer observations with select teachers as follow-up support.	Parker, Alexis	10/5/2015	Classroom Walkthroughs	12/18/2015 weekly
G4.B1.S1.A2	Provide parents with information and professional development to assist them in improving student attendance.	Andre, Juliette	10/5/2015	Connect Ed messages, Parent Communication Log	6/9/2016 quarterly
G1.B1.S1.A3	Conduct grade level lesson studies that focuses on the alignment of the specific learning target, skill, and end product to the standards	Martinez, Selines	10/5/2015	Lesson plans, reflections, exit slip	12/18/2015 weekly
G2.B1.S1.A3	Monitor for fidelity and effectiveness, all components of the action plan.	Gibbs, Julian	10/5/2015	Walkthrough notes	12/18/2015 daily
G4.B1.S1.A3	Establish Never Been Absent (NBA) award system to recognize students with perfect attendance.	Andre, Juliette	10/5/2015	Quarterly Attendance Logs	6/9/2016 quarterly
G1.MA1	Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 weekly
G1.B1.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 daily
G1.B1.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student	12/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				interactive journals and informal observations notes	
G1.B2.S1.MA1	Consistently monitor the effective delivery of writing instruction.	Gibbs, Julian	10/5/2015	Sign-in sheets, coaching calendars, common planning agendas, informal observation and classroom walk throughs	12/18/2015 weekly
G1.B2.S1.MA1	Consistently monitor the effective delivery of writing instruction.	Martinez, Selines	10/5/2015	Sign-in sheets, coaching calendars, common planning agendas, informal observation and classroom walk throughs	12/18/2015 weekly
G2.MA1	Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 weekly
G2.B1.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 weekly
G2.B1.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.	Parker, Alexis	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 weekly
G3.MA1	Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/9/2016 weekly
G3.B1.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.	Gibbs, Julian	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 daily
G3.B1.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.	Parker, Alexis	10/5/2015	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	12/18/2015 daily
G4.MA1	Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by the TCST and intervention logs.	Jones, Tania	10/5/2015	Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports	6/9/2016 weekly
G4.B1.S1.MA1	Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by the TCST and intervention logs.	Andre, Juliette	10/5/2015	Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports	6/9/2016 weekly
G4.B1.S1.MA1	Administrators and MTSS/Rtl team will monitor this strategy for fidelity of implementation through weekly updates by the TCST and students intervention logs.	Andre, Juliette	10/5/2015	Intervention Logs	6/9/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in Literacy.

G1.B2 Limited evidence of explicit writing instruction across all grade levels.

G1.B2.S1 Monitor limited evidence of explicit writing instruction across all grade levels.

PD Opportunity 1

Conduct writing PD on how to analyze the writing rubric and framework

Facilitator

Selines Martinez

Participants

English/Language Arts Teachers

Schedule

Monthly, from 10/5/2015 to 12/18/2015

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

G2.B1 There is a need to increase K-5 teachers' knowledge and implementation of guided instruction for Differentiated Instruction.

G2.B1.S1 Plan for and incorporate Differentiated Instruction when planning and delivering instruction.

PD Opportunity 1

Provide professional development during common planning time on Differentiated Instruction. The focus will be to define differentiated instruction in a mathematics class, share best practices being used throughout the school, and the resources being used in each class.

Facilitator

Alexis Parker

Participants

Mathematics Teachers

Schedule

Monthly, from 10/5/2015 to 12/18/2015

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

G3.B1 Limited evidence of Standards Based Planning for effective instructional delivery.

G3.B1.S1 Implement collaborative planning sessions that will be conducted in alignment with Science Standards in order to produce a lesson plan framework with the use of vocabulary and rigor.

PD Opportunity 1

Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.

Facilitator

Alexis Parker and Jocelyn Peterson

Participants

K - 5 Teachers

Schedule

Monthly, from 10/5/2015 to 12/18/2015

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	Plan with teachers during common planning to upack the standards in order to produce specific learning targets aligned to the skill in order to produce an end product.	\$0.00			
2	G1.B1.S1.A2	Conduct coaching cycles to literacy teachers to provide assistance in lesson delivery that is aligned to specific learning target, skill, and end product to the standards.	\$0.00			
3	G1.B1.S1.A3	Conduct grade level lesson studies that focuces on the alignment of the specific learning target, skill, and end product to the standards	\$0.00			
4	G1.B2.S1.A1	Conduct writing PD on how to analyze the writing rubic and framework	\$0.00			
5	G1.B2.S1.A2	Monitor the implementation of the writing process with a focus on specific domains.	\$0.00			
6	G2.B1.S1.A1	Provide professional development during common planning time on Differentiated Instruction. The focus will be to define differentiated instruction in a mathematics class, share best practices being used throughout the school, and the resources being used in each class.	\$0.00			
7	G2.B1.S1.A2	Conduct coaching cycles with select teachers as follow-up support.	\$0.00			
8	G2.B1.S1.A3	Monitor for fidelity and effectiveness, all components of the action plan.	\$0.00			
9	G3.B1.S1.A1	Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.	\$0.00			
10	G3.B1.S1.A2	Conduct peer observations with select teachers as follow-up support.	\$0.00			
11	G4.B1.S1.A1	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	\$0.00			
12	G4.B1.S1.A2	Provide parents with information and professional development to assist them in improving student attendance.	\$300.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4491 - Henry E.S. Reeves Elem. School	Title I Part A		\$300.00
<i>Notes: Parent/student training on effective strategies for student achievement.</i>						
13	G4.B1.S1.A3	Establish Never Been Absent (NBA) award system to recognize students with perfect attendance.	\$500.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	Title I Part A		\$500.00
			<i>Notes: Attendance Student Incentives and Awards</i>			
Total:						\$800.00