

Miami-Dade County Public Schools

Charles David Wyche, Jr Elementary School



2015-16 School Improvement Plan

Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

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

School Grades History

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

Mission

Charles D. Wyche, Jr. Elementary, like all other public schools, is charged to increase the proficiency of all students by allowing them the opportunity to expand their knowledge and skills through learning opportunities valued by students, parents, and the community. More specifically, the mission at Charles D. Wyche, Jr. Elementary is to serve all children regardless of their capacity to learn, and according to each child's individual needs, by certified professionals in specialized areas in an enriched environment that promotes high academic standards of achievement and empowers children to lead productive and fulfilling lives as lifelong learners and responsible citizens in a technological, global society.

(This mission is consistent with the Florida State Board of Education Strategic Plan 2012-2018 and the Miami-Dade County School District's Mission).

Philosophy

Teaching and Learning, at Charles D. Wyche, Jr. Elementary, is viewed metaphorically as a box of chocolates. As with a box of chocolates, all contents are sweet, but one may not know by just looking at the box, so too, a teacher may not know what a student's capabilities are until time is spent observing and tasting the child's talents. In fact, just as chocolates may emulsify or melt if left to extreme heat or temperature, a child is delicate and needs special love and care in order to develop to his or her full potential. Just as there is a variety of chocolates in color, shape and composition, classrooms at Charles D. Wyche, Jr. Elementary represent gardens of all sorts and types of children, each awaiting to connect in partnership with a teacher in order to share the sweet rewards of learning.

Given the foregoing metaphor, we believe that our teaching must not focus on outcomes of uniformity, standardization, and cookie cutter methods. Instead, we believe learning must be approached from a perspective of variety and uniqueness, and be student-centered where we teach the curriculum in a way that works with individual children. Our beliefs are consistent with John Dewey's cogent reminder that:

Exorbitant desires for uniformity of procedure and for prompt external results are the chief foes which the open-minded attitude meets in school. The teacher who does not permit and encourage diversity of operation in dealing with questions is imposing intellectual blinders upon pupils—restricting their vision to the one path the teacher's mind happens to approve. Probably the chief cause of devotion to rigidity of method is, however, that it seems to promise speedy, accurately measurable, correct results. The zeal for 'answers' is the explanation of much of the zeal for rigid and mechanical methods (Dewey, 1916/1944, p. 175).

The kind of child/person we are trying to produce [our intention] is, one for whom "the educative process is a continuous process of growth, having as its aim at every stage an added capacity of growth" (Dewey, 1916/1944, p. 54). In fact:

If education is growth, it must progressively realize present possibilities, and thus make individuals better fitted to cope with later requirements. Growth is not something which is completed in odd moments; it is a continuous leading into the future. If the environment in school and out, supplies conditions which utilize adequately the present capacities of the immature, the future which grows out of the present is surely taken care of. The mistake is not in attaching importance to preparation for future need, but in making it the mainspring of present effort. Because the need of preparation for a continually developing life is great, it is imperative that every energy should be bent to making the present experience as rich and significant as possible. Then as the present merges insensibly into the future, the future is taken care of (Dewey, 1916/1944, p. 56).

Our pedagogical actions are grounded in the sound educational principle that to “give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking, or the intentional noting of connections; learning naturally results” (Dewey, 1916/1944, p. 154). Our teaching is guided by the need to foster good habits of thinking in our students.

This goal accepts a reality as captured in The Teaching Perspectives Inventory by Pratt & Collins ([http://www.graduatestudenthelp.com/DLOFALDWEBSITE/academic/](http://www.graduatestudenthelp.com/DLOFALDWEBSITE/academic/FacultyDevelopmentDocuments/FivePerspectivesonTeaching.pdf)

[FacultyDevelopmentDocuments/FivePerspectivesonTeaching.pdf](http://www.graduatestudenthelp.com/DLOFALDWEBSITE/academic/FacultyDevelopmentDocuments/FivePerspectivesonTeaching.pdf)) that some of our students have histories of failure that have resulted in lowered self-confidence. We avoid using the foregoing as an excuse, and instead, direct our methods of “best practices” to encouraging their efforts while challenging them to do their very best in the climate of care and trust we foster. This means that we set challenging and achievable goals, and support effort as well as achievement; achievement that does not sacrifice self-efficacy or self-esteem. For us, student learning may be assessed by considering individual growth as well as “absolute achievement.”

How school embodies its purpose through its program offerings

The entire school community is provided opportunities to continue to develop the 16 Habits of Mind founded by Art Costa and Bena Kallick. This is a school-wide initiative that provides professional development for faculty and staff by FIU professors from College of Education. Students are provided incentives when identified demonstrating one of the habits.

In addition to this initiative, Charles D. Wyche currently partners with the FIU School of Education.

This partnership exists to provide additional opportunities for students to get individual and small group instruction to improve achievement.

Our Overall Aim

The educative aim at Charles D. Wyche, Jr. Elementary is, therefore, “to grow and cultivate the seeds of knowledge we plant within our students.”

Provide the school's vision statement

Vision

The desired future of Charles D. Wyche, Jr. Elementary is one in which teachers and administrators live in harmony as a professional learning community by celebrating the teaching of and learning from children, within the school's boundary, every day in a multitude of ways. In nurturing the gifts within teachers and students, and honoring parents, and staff, the community anticipates that it will find varied ways to capture learning gains that transcend test scores on high stakes measures; a result, that will be grounded in high expectations, a sense of responsibility, success, and respect from everyone involved in educating students.

THEME

Working together /Thinking and Working Interdependently

School Environment

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

CDW actively pursues learning about each child's family and cultural background. During the month of October, we engage in a hands-on study of multiculturalism. We engage children and families in projects that highlight students' unique backgrounds and cultural heritage. For example, classrooms might complete family projects that emphasize where a child is born along with other aspects of one's culture, such as recipes, reports, clothing , traditions or artwork.

Family relationships are celebrated throughout the year. Each month, a different grade level hosts a parent meeting at which time students' learning is celebrated and teachers communicate with parents about school related events. One or more habit(s) of mind is/are highlighted during each monthly meeting.

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

Over the past three years, our school has embarked on a journey in which teachers, parents and students practice using the Habits of Mind. Bulletin boards and morning announcements highlight various habits of mind that can help students engage in more intelligent behaviors that can keep them safe. One of the habits, thinking about your thinking, emphasizes how recognizing the consequences of our thoughts, feelings and actions may help one make more informed decisions, partake in healthier choices and practice mindful and safe behaviors. In addition, we work hand in hand with our learning partners from Florida International University and practice habits of mind before, during and after school. During this school year, we are focusing on six habits of mind, in particular, as part of our 3 year action plan put into place as a result of CDW having been recognized as an International Habits of Mind School of Excellence. The six habits we are focusing on during the 2015-2016 school year include: Listening with Understanding and Empathy, Thinking about your Thinking, Persisting, Applying Past Knowledge to New Situations, Controlling Impulsivity and Finding Humor.

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

One of our overarching goals in our school is to keep student engagement at an all time high by using best practices and instructional resources which enhance students' focus on the lessons at hand. As an example, teachers have and will continue to receive professional development from each other as well as experts who can share ideas on how best to use our Promethean boards in interactive ways. In this way, students' focus will increase and therefore distractions will be minimized. We are working on increasing rigor in classroom lessons, so that as students use the cortex and upper portions of their brains, their decision making skills increase and attention is harnessed in the direction of academic achievement rather than on potential distractions. When necessary, we have a counselor who works one on one with students and listens with understanding and empathy to try to restore a focus on academic achievement and success for each student.

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

Our school has unique features that target the social-emotional needs of students. Since we are a collaborative partner with FIU, we have benefited by the more than one hundred clinical experience students in an Introduction to Education course who come to our school to do field work, and work one on one and in small groups with our students. Moreover, having become an International Habits of Mind School of Excellence, we therefore receive Professional Development in the Habits of Mind that translates into more intelligent thinking in our students as teachers and students practice using the habits of mind. In addition, our counselor meets with our students in small groups and one on one as needed so that the needs of the whole child are met.

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

Early warning indicators: attendance, suspensions course failure in English Language Arts or mathematics and a level 1 score on the statewide standardized assessments in English Language Arts or mathematics. See chart below for specific data.

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	22	24	9	16	12	4	87
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	5	9	14	7	8	43
Level 1 on statewide assessment	0	21	35	0	4	64	124

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following strategies are utilized throughout the school to improve the academic performance of students identified by the early warning system: small group instruction, Habits of Mind, one-on-one tutoring, and instructional interventions.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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. ConnectEd and monthly newsletters will keep parents informed of school-wide activities. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses are scheduled with flexible times to accommodate our parents as part of our goal to empower them and build their capacity for involvement. Parent workshops and meetings describing the usefulness of the Habits of Mind will be hosted monthly.

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 school reaches out to community and business partners and invites them to join our ESSAC. As an example, we have a partnership with Dr. Erskine Dottin, Professor Emeritus from Florida International University, who works with university students completing field experience hours in our school, and assists us in practicing and monitoring our practice of habits of mind. Professors from FIU also deliver Professional Development in the areas of critical reading, writing, early childhood, ELLs, and Habits of Mind. In addition, ALM Sports partners with our school and helps us recognize the relationship between athletics and student achievements.

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
Johnson, Barbara	Principal
Fernandez, Michelle	Instructional Coach
Weiner, Mickey	Instructional Coach
Torres, Maria	Administrative Support
Naranjo, Pilar	Guidance Counselor
Interian, Ubaldo	Assistant Principal

Duties

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

MTSS/RtI is an extension of the Charles D. Wyche, Jr. Elementary Schools' Leadership Team, strategically integrated in order to support the administration through a process of problem solving. As issues and concerns arise the team will examine systematically available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, and prevention of student failure through early intervention.

It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of our school.

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

Administrator(s) who will ensure commitment and allocate resources

Principal, Dr. Barbara L. Johnson

Assistant Principal, Ubaldo Interian

Teacher(s) and Coaches will extend and report on meeting the goals of the Leadership Team at grade level, subject area, and intervention group, problem solving.

Reading Coach, Maura Fernandez

Mathematics Coach, Mickey Weiner

PreKindergarten Teacher, Sara Alonso

First Grade Teacher, Matika Brown

Second Grade Teacher, Mercedes Alvarez

Third Grade Teacher, Ms. Valarezo

Fourth Grade Teacher, Ms. Silva

Fifth Grade Teacher, Yadary Paula

2. Charles D. Wyche, Jr. Elementary Schools' Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

ESE teacher
School Counselor
Grade Level Chairpersons
School Psychologist
School Social Worker
PTA President
EESAC Chair
University Liaison

3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl requires intensive instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, and practices, 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 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

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

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. 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.
3. Hold regular team meetings. Use 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.
4. Gather ongoing growth monitoring (OGM) for all interventions and analyze that data using the Tier 2 problem solving process after each OGM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity

and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Title I, Part A

Charles D. Wyche, Jr. Elementary School provides additional instructional sessions to ensure students requiring remediation in reading, mathematics or science are assisted through in-school or after-school tutorial programs. The Reading Coach identifies systematic patterns of student needs and assists with the implementation of differentiated instruction. She assists all teachers in the administration and identification of children considered "at risk" through data.

Additionally, she coordinates the delivery of immediate intensive intervention for those children. She assists in the implementation of progress monitoring, data collection, and data analysis; and participates in the design and delivery of professional development. Another component that is integrated into the school-wide program is an extensive Parental Involvement Program.

Title I, Part C- Migrant

The school will provide 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

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 II

The District uses supplemental funds for improving basic educational funds 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

Services are provided through the district for

- tutorial programs (K-12)
- parent outreach activities (K-12)
- reading and supplementary instructional materials(K-12)

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- 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.

- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- 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)

Charles D. Wyche, Jr. Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barbara L. Johnson	Principal
Maria Torres	Teacher
Brenda Wooten	Teacher
	Student
Mickey Weiner	Teacher
Maria Valarezo	Teacher
Yadary Paula	Teacher
Lauossie Nicoleau	Teacher
Nury Gonzalez	Teacher
Selena McCarthy	Teacher
Michelle Fernandez	Education Support Employee
Darlene Jimeson	Parent
Demetrius Walton	Parent
Saamara Aguerro	Parent
Javier Gomez	Parent
Carl Nicoleau	Parent
Gabriela Rivedeneira	Parent
Carlos Garcia	Parent
Selena Rivas	Student
Deborah Grunglasse Blum	Business/Community
Alvin Murray	Business/Community
Erskine Dottin	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Our School Advisory Council (SAC) adheres to all Florida Statutes and meets quarterly to discuss school related issues.

Development of this school improvement plan

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. Elections and appointments of advisory council members are conducted by the council chairperson at a designated meeting of a new school year. Members are elected by secret ballot. The term of office for elected council members except parents and students is for four years. The School Advisory Council (SAC) has an important function at Charles D. Wyche, Jr. Elementary School.

Preparation of the school's annual budget and plan

The principal shares the budget with the School Advisory Council (SAC) and meets with the SAC Chair person to discuss budget items and share at quarterly meetings.

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

The SAC funds of \$2999.00 were utilized for student incentives and supplemental materials.

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
Johnson, Barbara	Principal
Fernandez, Michelle	Instructional Coach
Weiner, Mickey	Instructional Coach
Torres, Maria	Administrative Support
Naranjo, Pilar	Guidance Counselor
Interian, Ubaldo	Assistant Principal

Duties**Describe how the LLT promotes literacy within the school**

- Implementation and evaluation of the SIP's reading strategies across the content areas
- Professional Development of the school's instructional staff
- Collaborative Planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going) in PLCs on a monthly basis in order to discuss trends in data, strategies to help each other meet the varying needs of students, and professional support for new teachers.
- i-Ready Data conferences with every teacher of reading in order to discuss progress, Rtl strategies, and data-driven placement of all students (Tier 2-3 Intervention) reading groups.

Annual Book Fair

Principal's Reading Club

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

Collaborative Planning occurs weekly across all grade levels. Coaches meet with each team of teachers to unpack the Florida Standards and to ensure that rigor is embedded in the instructional delivery of lessons. Habits of Mind are celebrated throughout the school as teachers and students practice positive dispositions which lead to more intelligent behavior.

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

At Charles D. Wyche Elementary we believe that retaining these teachers in our classrooms requires giving them adequate preparation, support, leadership, and autonomy. The Principal , Assistant

Principal, Coaches, LLT and Professional Development Facilitator will provide ample opportunities for teachers to share and participate throughout the school year.

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

Accelerating the effectiveness of new teachers is a critical link to student success and one that relies on quality mentors. At Charles D. Wyche Elementary we provide new teachers with a wide range of available professional development, communities of practice, products and free resources. Leadership team and colleagues provide in classroom support, as well as in-house training for new teachers.

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

Administrators complete classroom walk-throughs and formal observations to ensure that standards are being addressed. Coaches meet weekly with each grade level and during collaborative planning sessions teachers and coaches determine how standards will be addressed and assessed. Coaches attend monthly iCADs to further understand best practices and delivery of the standards.

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

Data chats are held after each assessments to determine flexible groups and differentiated instructional plans. Enrichment and remedial strategies are both integral parts of our differentiated groups.

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: After School Program

Minutes added to school year: 1,200

After school tutorials are held throughout the school year to reinforce tested Florida Standards.

Strategy Rationale

Students who did not meet Florida standards require additional instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Torres, Maria, torres@dadeschools.net

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

Pre and post test

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 Charles D. Wyche Jr. Elementary School, all incoming Kindergarten students and their parents are encouraged to attend and participate in the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with the kindergarten curriculum and processes, grade level expectations, pertinent school information and procedures, as well as information relative to the matriculation of students at the school. The office staff distributes the "Bulldog Bulletin" and brochures along with other documents to interested parents throughout the year.

Additionally, incoming kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed to ascertain oral language skills of incoming students. Data will be used to plan daily academic and social/emotional instruction for all students' and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.

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

The school hosts Career Day inviting professionals from various careers and trades. Teachers incorporate the lectures into reading and writing activities across the curriculum.

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:

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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.** The school's STEM goal is to prepare students to be college and career ready through STEM initiatives.
- G2.** The strategic goal is to use the Early Warning Systems to identify at-risk students to provide support and intervention to increase student achievement.
- G3.** Parent Involvement See Title I PIP for this goal
- G4.** To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The school's STEM goal is to prepare students to be college and career ready through STEM initiatives. 1a

G070869

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- AIMS, Gizmos, J&J Educational, Hands-on Science Lab, Discovery Education, Region/District CSS

Targeted Barriers to Achieving the Goal 3

- Lack of familiarity with the scientific method

Plan to Monitor Progress Toward G1. 8

District Baseline and Topic Assessments

Person Responsible

Ubaldo Interian

Schedule

Quarterly, from 9/23/2015 to 5/31/2016

Evidence of Completion

student journals, essential labs, Pre/ Post Test data

G2. The strategic goal is to use the Early Warning Systems to identify at-risk students to provide support and intervention to increase student achievement. 1a

G070870

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	69.0

Resources Available to Support the Goal 2

- Attendance Report
- Suspension Report, WonderGrove videos for practicing habits of mind
- Counselor, Faculty, student incentives which include Harvest Club, Art Club, Chorus, Safety Patrols

Targeted Barriers to Achieving the Goal 3

- Lack of persistence when faced with academic challenges.

Plan to Monitor Progress Toward G2. 8

Attendance & Suspension Reports, daily attendance reports,

Person Responsible

Ubaldo Interian

Schedule

Quarterly, from 9/30/2015 to 5/30/2016

Evidence of Completion

Attendance & Suspension Reports, student grades and possible retention list.

G3. Parent Involvement See Title I PIP for this goal **1a**

 G070871

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal **2**

- Monthly newsletters, ConnectEd messages in English and Spanish, habits of mind materials in English and Spanish, including WonderGrove videos

Targeted Barriers to Achieving the Goal **3**

Plan to Monitor Progress Toward G3. **8**

Habits of Mind Action Plan will be monitored, which includes parent involvement; CIS and PTA will conduct monthly parent meetings, featuring the habits of mind included in our school-wide initiative.

Person Responsible

Pilar Naranjo

Schedule

Quarterly, from 10/15/2015 to 5/31/2016

Evidence of Completion

Agendas and sign-in sheets, transcripts of ConnectEd phone messages.

G4. To increase student achievement by improving core instruction in all content areas. 1a

G070872

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- Core Program: Wonders/WonderWorks; Supplemental Programs: I-Ready, FL Ready Workbooks, MyOnReader, Imagine Learning (ELL)
- Core: GoMath Teacher Edition; Go Math (Online) - Destination Math, Animated Math Models, HMH Mega Math (K-5); GoMath (Paper - based) - Reteach Book Supplement: Reflex, Gizmos (Grades 3-5), I-Ready, Ready Common Core Workbooks, differentiated instruction within the 60 minute instructional block, Promethean Boards
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams, AIMS, BBC Education.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the rigor required by the LAFS.
- Lack of understanding of the Mathematics Florida Standards (MAFS).

Plan to Monitor Progress Toward G4. 8

Mid-year assessments, i-Ready reports

Person Responsible

Barbara Johnson

Schedule

Semiannually, from 10/14/2015 to 5/30/2016

Evidence of Completion

Data chats, student journals

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. The school's STEM goal is to prepare students to be college and career ready through STEM initiatives.

1

 **G070869**

G1.B1 Lack of familiarity with the scientific method **2**

 **B184730**

G1.B1.S1 To practice the Habit of Mind Questioning and Posing Problems **4**

 **S196169**

Strategy Rationale

To enhance scientific literacy and develop students' innate curiosity.

Action Step 1 **5**

Provide PD on Habits of Mind

Person Responsible

Mickey Weiner

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheet and agenda, EduPlanet 21 transcripts

Action Step 2 5

School-wide Science Fair

Person Responsible

Mickey Weiner

Schedule

On 12/16/2015

Evidence of Completion

Science Fair projects

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

Science teachers will monitor the Science Fair timeline

Person Responsible

Mickey Weiner

Schedule

On 12/16/2015

Evidence of Completion

Science Fair Checklist

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

Student science fair projects

Person Responsible

Ubaldo Interian

Schedule

On 12/16/2015


Evidence of Completion

Science Project rubric and scoring sheet

G2. The strategic goal is to use the Early Warning Systems to identify at-risk students to provide support and intervention to increase student achievement. 1

 G070870

G2.B1 Lack of persistence when faced with academic challenges. 2

 B184731

G2.B1.S1 Practicing Habits of Minds will lead to more intelligent behavior and sound decision making.

4

 S196170

Strategy Rationale

Students who struggle academically often lose focus and give up before their task is completed.

Action Step 1 5

Provide PD on Habits of Mind for all faculty.

Person Responsible

Mickey Weiner

Schedule

On 11/27/2015

Evidence of Completion

EduPlanet 21, Module transcripts, PD rosters, Faculty meeting agendas,

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

Teachers and students practice habits of mind throughout the school day.

Person Responsible

Barbara Johnson

Schedule

On 5/25/2016

Evidence of Completion

teacher observations, group discussions during Common Planning, walk-through

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

Teachers and students practice habits of mind throughout the school day.

Person Responsible

Barbara Johnson

Schedule

On 5/30/2016

Evidence of Completion

teacher observations, group discussions during Common Planning, walk-through

G4. To increase student achievement by improving core instruction in all content areas. 1

 G070872

G4.B1 Limited evidence of the rigor required by the LAFS. 2

 B184733

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S196172

Strategy Rationale

Limited knowledge of the LAFS.

Action Step 1 5

Weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.

Person Responsible

Michelle Fernandez

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Reflected in the lesson plans, student journals, classroom observations.

Action Step 2 5

Provide professional development on the LAFS and Item Specifications identifying specific instructional implications.

Person Responsible

Michelle Fernandez

Schedule

On 5/18/2016

Evidence of Completion

PD rosters, lesson plans, student artifacts

Action Step 3 5

Conduct classroom walkthroughs to ensure effective delivery of LAFS through McGraw-Hill Wonders and consistent utilization of the Pacing Guides.

Person Responsible

Barbara Johnson

Schedule

Daily, from 9/23/2015 to 5/25/2016

Evidence of Completion

Lesson plans, student artifacts

Action Step 4 5

Attend monthly ICAD meetings with District personnel.

Person Responsible

Michelle Fernandez

Schedule

Monthly, from 10/14/2015 to 5/30/2016

Evidence of Completion

My Learning Plan follow-up

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

Teachers bring journals to collaborative planning and share best practices during faculty meetings.

Person Responsible

Barbara Johnson

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Interactive Journals, Common Planning

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

Teachers bring journals to share during common planning and share best practices during faculty meeting.

Person Responsible

Barbara Johnson


Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Interactive Journals, Common Planning

G4.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S196173

Strategy Rationale

Limited knowledge of the LAFS.

Action Step 1 5

Utilize the District Writing Pacing Guide to plan for, deliver, and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology enhanced resources.

Person Responsible

Michelle Fernandez

Schedule

Weekly, from 10/14/2015 to 4/1/2016

Evidence of Completion

Student artifacts

Action Step 2 5

Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS.

Person Responsible

Barbara Johnson

Schedule

Weekly, from 10/14/2015 to 5/20/2016

Evidence of Completion

Lesson plans, student artifacts

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Teachers bring journals to share during collaborative planning and share best practices during faculty meeting.

Person Responsible

Barbara Johnson

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Interactive journals, Common Planning

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Teachers bring journals to share during collaborative planning and share best practices during faculty meeting.

Person Responsible

Barbara Johnson

Schedule

Weekly, from 9/23/2015 to 5/30/2016

Evidence of Completion

Writing pre-test, student journals, writing samples, teacher observations

G4.B3 Lack of understanding of the Mathematics Florida Standards (MAFS). **2**

 B184735

G4.B3.S1 Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics. **4**

 S196174

Strategy Rationale

Limited knowledge of the MAFS.

Action Step 1 **5**

Weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.

Person Responsible

Mickey Weiner

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Reflected in the lesson plans, student journals, classroom observations.

Action Step 2 **5**

Attend monthly ICAD meetings with District personnel.

Person Responsible

Mickey Weiner

Schedule

Monthly, from 10/14/2015 to 5/30/2016

Evidence of Completion

In-service activity roster, reflection

Action Step 3 5

Provide professional development on the MAFS and Item Specifications identifying specific instructional implications.

Person Responsible

Mickey Weiner

Schedule

On 10/16/2015

Evidence of Completion

PD rosters, lesson plans, student artifacts

Action Step 4 5

Conduct classroom walkthroughs to ensure effective delivery of MAFS.

Person Responsible

Barbara Johnson

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

student artifacts, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Teachers bring journals to collaborative planning and share best practices during faculty meeting.

Person Responsible

Barbara Johnson

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Interactive journals, Common Planning

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Teachers bring journals to share during collaborative planning and share best practices during faculty meeting.

Person Responsible

Schedule

Weekly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Interactive journals, Common Planning

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	Provide PD on Habits of Mind	Weiner, Mickey	10/30/2015	Sign-in sheet and agenda, EduPlanet 21 transcripts	10/30/2015 one-time
G2.B1.S1.A1	Provide PD on Habits of Mind for all faculty.	Weiner, Mickey	10/30/2015	EduPlanet 21, Module transcripts, PD rosters, Faculty meeting agendas,	11/27/2015 one-time
G4.B1.S1.A1	Weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.	Fernandez, Michelle	10/14/2015	Reflected in the lesson plans, student journals, classroom observations.	5/30/2016 weekly
G4.B1.S2.A1	Utilize the District Writing Pacing Guide to plan for, deliver, and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology enhanced resources.	Fernandez, Michelle	10/14/2015	Student artifacts	4/1/2016 weekly
G4.B3.S1.A1	Weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.	Weiner, Mickey	10/14/2015	Reflected in the lesson plans, student journals, classroom observations.	5/30/2016 weekly
G1.B1.S1.A2	School-wide Science Fair	Weiner, Mickey	10/14/2015	Science Fair projects	12/16/2015 one-time
G4.B1.S1.A2	Provide professional development on the LAFS and Item Specifications identifying specific instructional implications.	Fernandez, Michelle	10/14/2015	PD rosters, lesson plans, student artifacts	5/18/2016 one-time
G4.B1.S2.A2	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS.	Johnson, Barbara	10/14/2015	Lesson plans, student artifacts	5/20/2016 weekly
G4.B3.S1.A2	Attend monthly ICAD meetings with District personnel.	Weiner, Mickey	10/14/2015	In-service activity roster, reflection	5/30/2016 monthly
G4.B1.S1.A3	Conduct classroom walkthroughs to ensure effective delivery of LAFS through McGraw-Hill Wonders and consistent utilization of the Pacing Guides.	Johnson, Barbara	9/23/2015	Lesson plans, student artifacts	5/25/2016 daily
G4.B3.S1.A3	Provide professional development on the MAFS and Item Specifications identifying specific instructional implications.	Weiner, Mickey	10/16/2015	PD rosters, lesson plans, student artifacts	10/16/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A4	Attend monthly ICAD meetings with District personnel.	Fernandez, Michelle	10/14/2015	My Learning Plan follow-up	5/30/2016 monthly
G4.B3.S1.A4	Conduct classroom walkthroughs to ensure effective delivery of MAFS.	Johnson, Barbara	10/14/2015	student artifacts, lesson plans	5/30/2016 weekly
G1.MA1	District Baseline and Topic Assessments	Interian, Ubaldo	9/23/2015	student journals, essential labs, Pre/ Post Test data	5/31/2016 quarterly
G1.B1.S1.MA1	Student science fair projects	Interian, Ubaldo	10/14/2015	Science Project rubric and scoring sheet	12/16/2015 one-time
G1.B1.S1.MA1	Science teachers will monitor the Science Fair timeline	Weiner, Mickey	10/14/2015	Science Fair Checklist	12/16/2015 one-time
G2.MA1	Attendance & Suspension Reports, daily attendance reports,	Interian, Ubaldo	9/30/2015	Attendance & Suspension Reports, student grades and possible retention list.	5/30/2016 quarterly
G2.B1.S1.MA1	Teachers and students practice habits of mind throughout the school day.	Johnson, Barbara	10/14/2015	teacher observations, group discussions during Common Planning, walk-through	5/30/2016 one-time
G2.B1.S1.MA1	Teachers and students practice habits of mind throughout the school day.	Johnson, Barbara	9/23/2015	teacher observations, group discussions during Common Planning, walk-through	5/25/2016 one-time
G3.MA1	Habits of Mind Action Plan will be monitored, which includes parent involvement; CIS and PTA will conduct monthly parent meetings, featuring the habits of mind included in our school-wide initiative.	Naranjo, Pilar	10/15/2015	Agendas and sign-in sheets, transcripts of ConnectEd phone messages.	5/31/2016 quarterly
G4.MA1	Mid-year assessments, i-Ready reports	Johnson, Barbara	10/14/2015	Data chats, student journals	5/30/2016 semiannually
G4.MA2	[no content entered]			one-time	
G4.B1.S1.MA1	Teachers bring journals to share during common planning and share best practices during faculty meeting.	Johnson, Barbara	10/14/2015	Interactive Journals, Common Planning	5/30/2016 weekly
G4.B1.S1.MA1	Teachers bring journals to collaborative planning and share best practices during faculty meetings.	Johnson, Barbara	10/14/2015	Interactive Journals, Common Planning	5/30/2016 weekly
G4.B3.S1.MA1	Teachers bring journals to share during collaborative planning and share best practices during faculty meeting.		10/14/2015	Interactive journals, Common Planning	5/30/2016 weekly
G4.B3.S1.MA1	Teachers bring journals to collaborative planning and share best practices during faculty meeting.	Johnson, Barbara	10/14/2015	Interactive journals, Common Planning	5/30/2016 weekly
G4.B1.S2.MA1	Teachers bring journals to share during collaborative planning and share best practices during faculty meeting.	Johnson, Barbara	9/23/2015	Writing pre-test, student journals, writing samples, teacher observations	5/30/2016 weekly
G4.B1.S2.MA1	Teachers bring journals to share during collaborative planning and share best practices during faculty meeting.	Johnson, Barbara	10/14/2015	Interactive journals, Common Planning	5/30/2016 weekly

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. The school's STEM goal is to prepare students to be college and career ready through STEM initiatives.

G1.B1 Lack of familiarity with the scientific method

G1.B1.S1 To practice the Habit of Mind Questioning and Posing Problems

PD Opportunity 1

Provide PD on Habits of Mind

Facilitator

EduPlanet 21 Modules on Habits of Mind

Participants

faculty

Schedule

On 10/30/2015

G2. The strategic goal is to use the Early Warning Systems to identify at-risk students to provide support and intervention to increase student achievement.

G2.B1 Lack of persistence when faced with academic challenges.

G2.B1.S1 Practicing Habits of Minds will lead to more intelligent behavior and sound decision making.

PD Opportunity 1

Provide PD on Habits of Mind for all faculty.

Facilitator

FIU Professor, Principal

Participants

School Faculty

Schedule

On 11/27/2015

G4. To increase student achievement by improving core instruction in all content areas.

G4.B1 Limited evidence of the rigor required by the LAFS.

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development on the LAFS and Item Specifications identifying specific instructional implications.

Facilitator

Coach, Region/District CSS, Teachers

Participants

Teachers

Schedule

On 5/18/2016

G4.B3 Lack of understanding of the Mathematics Florida Standards (MAFS).

G4.B3.S1 Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

Provide professional development on the MAFS and Item Specifications identifying specific instructional implications.

Facilitator

Coach, CSS, Teachers

Participants

Teachers

Schedule

On 10/16/2015

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	Provide PD on Habits of Mind	\$0.00
2	G1.B1.S1.A2	School-wide Science Fair	\$0.00
3	G2.B1.S1.A1	Provide PD on Habits of Mind for all faculty.	\$0.00
4	G4.B1.S1.A1	Weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.	\$0.00
5	G4.B1.S1.A2	Provide professional development on the LAFS and Item Specifications identifying specific instructional implications.	\$0.00
6	G4.B1.S1.A3	Conduct classroom walkthroughs to ensure effective delivery of LAFS through McGraw-Hill Wonders and consistent utilization of the Pacing Guides.	\$0.00
7	G4.B1.S1.A4	Attend monthly ICAD meetings with District personnel.	\$0.00
8	G4.B1.S2.A1	Utilize the District Writing Pacing Guide to plan for, deliver, and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology enhanced resources.	\$0.00
9	G4.B1.S2.A2	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS.	\$0.00
10	G4.B3.S1.A1	Weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.	\$0.00
11	G4.B3.S1.A2	Attend monthly ICAD meetings with District personnel.	\$0.00
12	G4.B3.S1.A3	Provide professional development on the MAFS and Item Specifications identifying specific instructional implications.	\$0.00
13	G4.B3.S1.A4	Conduct classroom walkthroughs to ensure effective delivery of MAFS.	\$0.00
Total:			\$0.00