# Everglades K 8 Center



**2015-16 School Improvement Plan**

# Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

http://evergladesk8.dadeschools.net/

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Combination | Yes | 77% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 98% |

## School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

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

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

## Table of Contents

# Purpose and Outline of the SIP

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 mission is to prepare each student with the knowledge and skills they need to reach their highest level of academic success, to help maximize their physical and socio-emotional competence, and to make every effort to identify and secure resources, including competent administrators, highly-qualified teachers, and involved parents to achieve our goals.

#### Provide the school's vision statement

It is the vision of Everglades K-8 Center to attend to the needs of each student utilizing research-based comprehensive programs that facilitate the delivery of individualized instruction. This instruction is delivered in an environment that promotes the development of strong character through the appreciation of values, the dignity of duty, the understanding of self-respect, and the commitment to service. Consequently, each student can achieve their highest intellectual potential and become productive members of society.

### School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is ongoing throughout the school year. Our school honors the diversity of our students' cultures through events such as Hispanic Heritage and African American History celebrations. On these occasions, children dress in their country's native attire, share customs and traditions, and taste different ethnic cuisines. Grandparents' Day is another event which allows the school to interact with families and learn more about their culture. Furthermore, our Media Center is a valuable resource that provides a wealth of multicultural literature which shows students not only how people are different, but more importantly how they are alike. Relationships between teachers and students grow through open lines of communication. By establishing an environment of mutual respect between educators and learners, students feel confident in the classroom setting. This environment promotes maximum learning to occur since students do not feel threatened by making mistakes; rather, they learn from them. Individual teacher's websites also allow for communication between the school and home. Students can check their homework assignments and upcoming class events from the convenience of their own house allowing them to be prepared for school each day and optimizing chances of success.

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

Everglades K-8 Center creates an environment where students feel safe and respected before, during, and after school in various ways. First and foremost, the school builds positive relationships with students through honesty, respect and compassion. At the start of the school year, assemblies are held by grade level detailing rules and setting standards of expected behavior. Additionally, there is a "Bully Box" placed in the main hallway of the school where students can anonymously report an alleged bully incident. The counselors then follow school and district protocol in conducting an investigation. Whenever necessary, the counselors will conduct in-class presentations on conflict resolution, self-respect, and role playing to solve problems. Character education is an integral part of our school's strategy to create a safe and respectful environment. Each morning, over the public

address system, a short description is read about one of the main character virtues such as responsibility, citizenship and honesty. Our use of the "Spot Success" and "Do the Right Thing" programs encourage students to act with integrity at all times. Most importantly, having our campus well supervised by security monitors, administrators, faculty and staff gives students a sense of safety and security.

**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**

Everglades K-8 Center promotes and follows the Miami-Dade County Public Schools' Code of Student Conduct. In addition, school site administration and staff have developed a 6 step protocol for schoolwide disciplinary actions related to particular incidents. Assemblies are held by grade level and counselors visit classrooms to explain the expectations. Student services provides assistance and training to staff to ensure that the system is fairly and consistently enforced.

**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**

Everglades K-8 Center places emphasis on the social-emotional needs of all students. Counseling and mentoring of students and teachers is provided in a routine non-threatening manner. The well-being of the students, family and staff is of utmost importance in all activities at the school site. For example, food baskets are provided periodically to needy families at the school and surrounding neighborhood. Mentoring projects are student driven with activities through organizations and classroom projects. Teachers, parents, and community members help to ensure that students are involved and understand the importance of helping others in a positive way. In addition, presentations are made by district, region and other support personnel in classrooms. Evening, morning and after school events may also held to provide guidance enabling parents to help their children.

## 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**

At Everglades K-8 Center we strive to improve attendance regularly. We have attendance contests, rewards and discuss the importance of being at school daily with the parents and students. During the 2014-2015 school year, the District average attendance was 94.39% and the schools was 95.64% showing a 1.25 positive difference. Suspensios rates over the last two years have also shown a decline. During the 2014-2015, Everglades K-8 Center had 0% rate of suspension.
In the Upper Academy (Grades 6-8), 99.2% of the students passed Language Arts and Reading. Three sixth graders (2.4% of sixth graders) failed language arts. In Science (grade 6) 97.6% of the students passed and 3 (2.4%) students failed. In grades 7 and 8, 100% of the students passed Science and Social Studies. In grades 6 - 8,100% of the students passed in Mathematics.

**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 | 6 | 7 | 8 | |
| Attendance below 90 percent | 19 | 11 | 6 | 5 | 7 | 7 | 12 | 3 | 4 | 74 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Course failure in ELA or Math | 4 | 2 | 1 | 2 | 2 | 8 | 0 | 0 | 7 | 26 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 21 | 17 | 24 | 45 | 32 | 61 | 200 |
| | 0 | 0 | 0 | 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 | 7 | |
| Students exhibiting two or more indicators | 7 | 4 | 3 | 8 | 6 | 7 | 2 | 37 |

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

Everglades K-8 Center has an intervention program that involves the identification of students in grades 1-3 that scored a stainine of 4 or below on the SAT. Students in grades 4-8 are placed on intervention based on i-Ready results and district policy. These students are given an additional 30 minutes daily of intervention instruction. In addition, Title III, offers students in the ELL program tutoring daily before school.

## 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/187456.

*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**

Everglades K-8 Center has established a Business Partnership Program with local and national businesses. These include but are not limited to Home Deport, Target, Publix, Mass Mutual, Pan American, Costco and Carrabbas Restaurant. These partners have provided support to the teachers and students by providing resources and guidance. They also volunteer at the school providing in-kind services. The school holds periodic breakfast meetings to discuss the school's and business partners' needs and how to improve the partnership.

## 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 |
| --- | --- |
| Dobao, Lilia | Principal |
| Raposo-Rodriguez, Barbie | Other |
| Sindelar, Edward | Assistant Principal |
| Parrish-Gay, Trellany | Assistant Principal |
| Colucci, Monica | Teacher, K-12 |
| Romay, Fatima | Teacher, K-12 |
| Henao, Carmen | Teacher, K-12 |
| Gutierrez, Dereka | Teacher, K-12 |
| Rodriguez, Rina | Teacher, K-12 |
| White, Kay | Teacher, K-12 |
| Fernandez, Daniela | Teacher, K-12 |
| Lugo, Rita | Guidance Counselor |
| Villarruel, Susana | Teacher, ESE |
| Cruz, Vilmaris | Guidance Counselor |
| Trujillo, Yalili | Teacher, K-12 |
| Byrnes, Anne | Teacher, K-12 |
| Zorilla, Magdalena | Teacher, K-12 |

### Duties

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

• Dr. Lilia Dobao-Principal
• Edward Sindelar and Trellany Parrish-Gay-Assistant Principals
Grade Level Chairs
• Fatima Romay, Monica Colucci, Carmen Henao, Dereka Gutierrez, Rina Rodriguez,
Department Chairs
• Anne Byrnes, Susanna Villaruel, Yalili Low, Magdalena Zorrilla
Curriculum Team
• Daniela Iribarne-Fernandez, Anne Brynes, Barbara Raposo-Rodriguez,and Monica Collucci
• Barbara Raposo- Reading Contact/Test Chair
Student Service Personnel
• Rita Lugo, Lourdes Pastor, Mayra Aloma, and Vilmaris Cruz
Math contact
• Magdalena Zorilla - Upper Academy Math contact
• Monica Colucci-Elementary Math Contact
Each person represents a designated group of teachers/staff. They meet periodically and then the
designated person brings their responses to the meetings. In addition, all teachers are invited to

express their opinions/concerns to any member of the team. We strive to have a buy in from all stakeholders.

***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***

Administrators, teachers and other staff members are placed at the school site on the basis of FTE counts, qualifications and certification. Curricular needs are met through the purchase and distribution of state adopted materials enabling the instructors to deliver rigorous and higher-order thinking skills through the use of the materials and resources. In order to meet the needs of all students and maximize desired students' outcomes, teachers desegregate data and determine which students need additional instruction or intervention. Budgetary constraints are based on student enrollment numbers and FTE funds. In addition, this year Everglades K-8 Center has been designated a Title I school and additional resources have been given to the school.The SIP is structured to address the effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:

The Leadership Team uses the Problem Solving process to set goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how staff will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. PMP (problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tier levels to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

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

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

Title I, Part A

Everglades K-8 Center 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 coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Curriculum Team develops, leads, and evaluates 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 students' needs 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 data 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 program.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

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

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

training for add-on endorsement programs, such as Reading, Gifted, ESOL training;

• substitute release time for Professional Development Liaisons (PDL focusing on Professional Learning Community (PLC)

development and facilitation; and

• Lesson Study Group implementation and protocols.

Title III

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

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers (K-12)

• reading and supplementary instructional materials(K-12)

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

Title VI, Part B

Not Applicable

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

This 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.

District Policy Against Bullying and Harassment

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

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs
Not Applicable
Head Start
Not Applicable
Adult Education
Not Applicable
Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.
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 |
|---|---|
| Dr. Lilia Dobao | Principal |
| Jorge Pineda | Parent |
| Carlos Temperan | Business/Community |
| Argelia Perez-Doval | Parent |
| Jean Dawson | Teacher |
| Joe Gonzalez | Parent |
| Kay White | Teacher |
| Lourdes Garcia | Business/Community |
| Raymond Budyszewick | Parent |
| Stephanie Lynes | Education Support Employee |
| Martha Ricardo | Teacher |
| Dennis Horton | Teacher |
| Jacqueline Moore | Education Support Employee |
| Lilliana Barrios | Parent |
| Maddine Reyes | Parent |
| Humberto Monzo | Business/Community |
| Favila Budyszewick | Parent |
| Sophia Perea-Acevedo | Student |

**Duties**

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

*Evaluation of last year's school improvement plan*

The EESAC brought together all stakeholders and involved them in an authentic role in decisions which affected instruction and the delivery of programs. The SAC committee members reviewed the current School Improvement Plan and made recommendations for improvements to the members. Recommendations were discussed and incorporated into the plan, where applicable.

*Development of this school improvement plan*

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. They review the School Improvement Plan at every monthly meeting. Suggestions are made and incorporated into the School Improvement Plan.

*Preparation of the school's annual budget and plan*

Title I funds have been designated to use for the achievement of students and the involvement of parents. The resources have been allocated as follows:
- Science - $1,000
- Social Studies - $1,000
- Mathematics - $2,000
- Literacy - $2,000
- Parental Involvement - $200

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

School Improvement Plan funds targeted $5,000 for technology supplies and/or equipment for the students.

*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 |
|------|-------|
| Dobao, Lilia | Principal |
| Byrnes, Anne | Teacher, K-12 |
| Fernandez, Daniela | Teacher, K-12 |
| Raposo-Rodriguez, Barbie | |

### Duties

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

The major initiatives of the LLT this year will include: (1) aligning literacy with the Florida Standards (2) increasing learning gains among students in grades 3-8, (3) implementing best practices to target instruction in the weakest content categories.

## 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

The Everglades K-8 Center staff has implemented specific designated times for common planning . Teachers meet and discuss current curriculum objectives in all subject areas and pacing of material. Teachers review data as an individual with the administration, by grade level and department.In addition, quarterly teachers meet with administration to review instruction, curriculum goals, and strategies.

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

The Principal and Assistant Principals will be responsible for setting up a mentoring program for new and/or teachers who have recently entered the teaching profession. A mentor will be assigned to each one. In addition,observations of teachers in their department/subject area will take place during the first few weeks of school. Best Practices will also be discussed at Faculty Meetings.

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

The assigned mentor and mentee will meet to discuss needs and new ideas to help Mentee. Observations opportunities will be arranged for the Mentee to observe Mentor and other teachers. Best practices will also be shared.

## 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***

Curriculum materials are aligned to state standards. Teachers are updated and trained on the new Florida Standards. Administrative walkthroughs, instructional rounds, and observations occur throughout the instructional day. Upon the completion of the administrative rounds, administration meets with instructional personnel to review and reflect upon what was noted during the visit. The school purchases instructional materials from Miami-Dade County Public School's instructional material department. District developed Pacing Guides for all curriculum areas and the new Florida Standards are utilized by teachers to guide instruction.

#### 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***

Everglades K-8 Center leadership team meets and utilizes district and state level data to identify our strengths and weakness from the prior school year. Department and Grade Level Chairs review and reflect upon state and district data. The Chairs then meet with their specified team to review school-wide data. In addition, quarterly data chats are held with the administration to review student achievement and data results. Once teachers are knowledgeable of school data, they begin to review individual achievement levels. Data based groups are developed and later identified as Tier 2 and 3. Teachers also hold data chats with individual students to understand and take ownership of their data results. Additional instructional time is given to student who fall under the Tier 2 and 3 categories. Teachers use the Wonderworks program for the reading component in the elementary grades (K-5). Middle school students are placed in intensive math and reading courses. Based on strength, weakness, and disabilities (IEP goals), accommodations are given to students. When teachers are planning, data is considered and differentiated instruction is planned and occurs during the instructional block. An additional 30 minutes of instruction is scheduled for students who are designated as Tier 2 or Tier 3 categories as based on assessment results.

***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:** 2,400

Selected students are offered intensive remediation through an after-school tutorial/enrichment program. Identified students work in a small group setting with highly qualified teachers to promote mastery of benchmarks by grade level and subject area. Participation in annual academic clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, and geography. Monthly professional development is provided for all faculty to ensure understanding of instructional practices. Faculty members participate in best practice sessions, vertical and horizontal planning sessions and curriculum information sessions.

### Strategy Rationale

Additional instructional time will extend the learning day and provide support and opportunities for students to expand their knowledge and skills.

### Strategy Purpose(s)

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy

Dobao, Lilia, pr1721@dadeschools.net

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

In order to determine the effectiveness of this strategy, data is collected and monthly School Leadership Team meetings provide an opportunity for dialogue and to utilize the four step problem solving process as the basis for goal setting, planning and program evaluation. The team collaborates to identify additional needs and focus for instructional decisions. The team will also review progress monitoring data, (District Interim Assessments, etc.) at each grade level to identify students who meet or exceed benchmarks or students who need additional strategies in order to reach targeted instructional goals.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,620

Everglades K-8 Center has developed a partnership with Florida International University, Tamiami Campus, School of Business, to work with selected 7th grade students. This program is intended to increase the students' understanding and knowledge of financial matters.

### Strategy Rationale

Expose the students to higher education and learning opportunities in the local community

### Strategy Purpose(s)

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Byrnes, Anne, annebyrnes@dadeschools.net

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

Pre test and post test results will be compared

## 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

Administration assists Everglades K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). In addition, the schools houses SWD Pre-K role model programs to instruct identified students combined with standard curriculum students (role models). Funds are used to provide extended support through full-time highly qualified teachers and paraprofessionals. The professionals assist in providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Plans for assisting pre-school children and their parents with the transition from early childhood to elementary school programs are offered for both General Education and Exceptional Student Education. The parents of General Education students are invited to a Kindergarten orientation, while the parents of Exceptional Student Education children attend Support meetings offered by the Pre-Kindergarten Program for Children with Disabilities and a Kindergarten Orientation meeting held annually at the school. Students With Disabilities have an Individual Educational Plan (IEP) Exit Staffing which includes parents, current and future teaching staff, and other service providers. The Kindergarten IEP is written at that meeting to ensure the best possible placement and that all needs will be met as special needs students transition to their new classroom. Everglades K-8 holds an articulation meeting for parents and preschool representatives to discuss upcoming registration procedures and academic requirements.
All grade level teachers meet throughout the school year to discuss horizontal and vertical planning. Parents are invited to visit and discuss concerns they have with the administration, teacher and/or counselor regarding the next school year transition. In all grade levels orientations take place near the end of the school year. In addition to Pre-K, articulation concentrates in Kindergarten, fifth and eighth grade. Fifth graders have a walk-through school event at which time, they view the upcoming years schedule and possible available courses. This allows the students to understand expectations such as credits, class offerings, clubs, and times. During students' seventh grade civic course, Career

Choice options are presented as a unit. This allows students to understand what varying schools offer to potential ninth grade students. In eighth grade, articulation meetings are provided and a Magnet Fair is held at the school. The Magnet Fair exposes students to options available through the Miami-Dade County Public Magnet Schools. Administration, teachers and counselors guide the students based on their career goals. An orientation is held before the opening of the school year for all new students and parents.

**College and Career Readiness**

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

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

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

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

# Needs Assessment

## Problem Identification

### Data to Support Problem Identification

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

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

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

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

# School Improvement Goals

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

### Problem Solving Key

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

1 = Problem Solving Step　　🔑 S123456 = Quick Key

## Strategic Goals Summary

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

**G2.**

**G3.**

## Strategic Goals Detail

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

**G1.** To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G071083

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| ELA/Reading Lowest 25% Gains | 69.0 |
| Math Lowest 25% Gains | 68.0 |
| FCAT 2.0 Science Proficiency | 54.0 |
| AMO Reading - Hispanic | 79.0 |
| AMO Reading - SWD | |
| AMO Reading - ED | |
| AMO Math - Hispanic | |
| AMO Math - White | |
| AMO Math - SWD | |

### Resources Available to Support the Goal `2`

- State and District Assessment Results; Intervention/Supplemental Programs (WonderWorks, Systems 44 and Scholastic Read 180, Discovery Education, Gizmos, Reflex Math, Pearson SuccessNet, i-Ready, Imagine Learning, Achieve 3000, Teachtown, Promethean World, Algebra Nation, Learning Ally); Title III; After-school Tutoring, Teen Trendsetters

### Targeted Barriers to Achieving the Goal `3`

- There is limited evidence of the use of higher order questioning strategies in the delivery of instruction throughout academic areas.

### Plan to Monitor Progress Toward G1. `8`

Formative Assessments, District Interim Assessments, Summative Assessments,Results for the 2015 Science FCAT 2.0, Civics EOC, and Florida Standards Assessments.

**Person Responsible**

Lilia Dobao

**Schedule**

Monthly, from 9/28/2015 to 6/4/2016

***Evidence of Completion***

Results from Formative Assessments, District Interim Assessments, Summative Assessments, 2014 Science FCAT 2.0, Civics EOC, and Florida Standards Assessments.

## G2. [1a]

🔍 G071084

### Targets Supported [1b]

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

### Resources Available to Support the Goal [2]

- Attendance report
- Parent Workshops
- Connect-Ed Messages
- School-wide contests
- Monthly calendars
- Intervention Reports
- Available data

### Targeted Barriers to Achieving the Goal [3]

### Plan to Monitor Progress Toward G2. [8]

Data, Subject grades, Cold Reads will be used, i-Ready

**Person Responsible**
Barbie Raposo-Rodriguez

**Schedule**
Monthly, from 8/25/2015 to 6/6/2016

***Evidence of Completion***
Interim Reports, Diagnostic testing, i-Ready, Report Cards, and School Data

## G3. [1a]

🔍 G071085

### Targets Supported [1b]

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

### Resources Available to Support the Goal [2]

- 

### Targeted Barriers to Achieving the Goal [3]

## Action Plan for Improvement

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

### Problem Solving Key

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

`1` = Problem Solving Step    🔑 S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. `1`

🔑 G071083

**G1.B1** There is limited evidence of the use of higher order questioning strategies in the delivery of instruction throughout academic areas. `2`

🔑 B185439

**G1.B1.S1** Plan for and deliver instruction in reading and language arts, 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 plans. `4`

🔑 S196849

### Strategy Rationale

There is limited evidence in the use of higher order questioning strategies in the delivery of reading and language arts instruction.

### Action Step 1 `5`

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

#### Person Responsible

Lilia Dobao

#### Schedule

Monthly, from 8/25/2015 to 3/31/2016

#### *Evidence of Completion*

Survey Results, Meeting Agenda, Power Point and Sign-in Sheets

## Action Step 2 `5`

Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/25/2015 to 9/25/2016

### *Evidence of Completion*

Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs

## Action Step 3 `5`

Conduct classroom walkthroughs by administration and literacy leadership team.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/18/2015 to 6/4/2016

### *Evidence of Completion*

Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection

## Action Step 4 `5`

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/18/2015 to 6/9/2016

### *Evidence of Completion*

Classroom Walkthroughs,lesson plans, student assessment data, Administrative Feedback and Reflection

### Action Step 5 [5]

Engage in ongoing monitoring, feedback, support and follow-up.

**Person Responsible**

Lilia Dobao

**Schedule**

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

***Evidence of Completion***

Classroom Walkthroughs, student assessment data, lesson plans, implementation in the classroom, Administrative Feedback and Reflection

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Following the FCIM model, assessment data report will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Lilia Dobao

**Schedule**

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

***Evidence of Completion***

Through student work, formative assessments, and classroom observations/walkthroughs,

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Review of formative assessments results and ensure implementation of District Implemented Reading Series.

**Person Responsible**

Lilia Dobao

**Schedule**

Monthly, from 8/25/2015 to 8/25/2015

***Evidence of Completion***

Walkthroughs, Data Chats, and Formative Assessments

**G1.B1.S2** Plan for and deliver instruction in mathematics, 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 plans. 4

S196850

### Strategy Rationale

There is limited evidence in the use of higher order questioning strategies in the delivery of mathematics. .

### Action Step 1 5

Provide additional support in the effective implementation of rigorous, purposeful and engaging instruction based on individual teacher needs,

#### Person Responsible

Lilia Dobao

#### Schedule

Monthly, from 8/25/2015 to 6/8/2016

#### *Evidence of Completion*

Classroom Walkthroughs, Administrative Feedback and Reflection

### Action Step 2 5

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

#### Person Responsible

Lilia Dobao

#### Schedule

Monthly, from 8/25/2015 to 5/27/2016

#### *Evidence of Completion*

Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs.

## Action Step 3 `5`

Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/25/2015 to 2/16/2016

### *Evidence of Completion*

Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection

## Action Step 4 `5`

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/25/2015 to 6/8/2016

### *Evidence of Completion*

Classroom Walkthroughs, Administrative Feedback and Reflection

## Action Step 5 `5`

Engage in ongoing monitoring, feedback, support and follow-up.

### Person Responsible

Lilia Dobao

### Schedule

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

### *Evidence of Completion*

Classroom Walkthroughs, Administrative Feedback and Reflection

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

**G1.B1.S3** Plan for and deliver instruction in science 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 plans. `4`

🔑 S196851

**Strategy Rationale**

There is limited evidence in the use of higher order questioning strategies in the delivery of science instruction.

**Action Step 1** `5`

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

> **Person Responsible**
>
> Lilia Dobao
>
> **Schedule**
>
> Monthly, from 8/24/2015 to 6/8/2016
>
> *Evidence of Completion*
>
> Classroom Walkthroughs, Administrative Feedback and Reflection

## Action Step 2  5

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/24/2015 to 3/31/2016

### *Evidence of Completion*

Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs

## Action Step 3  5

Conduct classroom walkthroughs by administration and literacy leadership team. [copy]

### Person Responsible

Lilia Dobao

### Schedule

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

### *Evidence of Completion*

Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection

## Action Step 4  5

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Person Responsible

Lilia Dobao

### Schedule

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

### *Evidence of Completion*

Classroom Walkthroughs, Administrative Feedback and Reflection

## Action Step 5  5

Engage in ongoing monitoring, feedback, support and follow-up.

### Person Responsible

Lilia Dobao

### Schedule

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

### *Evidence of Completion*

Classroom Walkthroughs, Administrative Feedback and Reflection

**G1.B1.S4** Plan for and deliver instruction in Social Science 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 plans.  4

🔑 S196852

### Strategy Rationale

There is limited evidence in the use of higher order questioning strategies in the delivery of Social Science instruction.

## Action Step 1  5

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

### Person Responsible

Lilia Dobao

### Schedule

Monthly, from 8/24/2015 to 3/31/2016

### *Evidence of Completion*

Survey Results, Meeting Agenda, Power Point and Sign-in Sheets

**Action Step 2** `5`

Conduct classroom walkthroughs by administration and literacy leadership team.

**Person Responsible**

Lilia Dobao

**Schedule**

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

*Evidence of Completion*

Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs

**Action Step 3** `5`

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

**Person Responsible**

Lilia Dobao

**Schedule**

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

*Evidence of Completion*

Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection

**Action Step 4** `5`

Engage in ongoing monitoring, feedback, support and follow-up.

**Person Responsible**

Lilia Dobao

**Schedule**

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

*Evidence of Completion*

Classroom Walkthroughs, Administrative Feedback and Reflection

## Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | Dobao, Lilia | 8/25/2015 | Survey Results, Meeting Agenda, Power Point and Sign-in Sheets | 3/31/2016 monthly |
| G1.B1.S2.A1 | Provide additional support in the effective implementation of rigorous, purposeful and engaging instruction based on individual teacher needs, | Dobao, Lilia | 8/25/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.B1.S3.A1 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.B1.S4.A1 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | Dobao, Lilia | 8/24/2015 | Survey Results, Meeting Agenda, Power Point and Sign-in Sheets | 3/31/2016 monthly |
| G1.B1.S1.A2 | Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies. | Dobao, Lilia | 8/25/2015 | Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs | 9/25/2016 monthly |
| G1.B1.S2.A2 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | Dobao, Lilia | 8/25/2015 | Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs. | 5/27/2016 monthly |
| G1.B1.S3.A2 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | Dobao, Lilia | 8/24/2015 | Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs | 3/31/2016 monthly |
| G1.B1.S4.A2 | Conduct classroom walkthroughs by administration and literacy leadership team. | Dobao, Lilia | 8/24/2015 | Agenda, Powerpoint, and sign-in Sheets, Implementation in the classroom, student data, lesson plans, and walk throughs | 6/8/2016 monthly |
| G1.B1.S1.A3 | Conduct classroom walkthroughs by administration and literacy leadership team. | Dobao, Lilia | 8/18/2015 | Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection | 6/4/2016 monthly |
| G1.B1.S2.A3 | Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies. | Dobao, Lilia | 8/25/2015 | Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection | 2/16/2016 monthly |
| G1.B1.S3.A3 | Conduct classroom walkthroughs by administration and literacy leadership team. [copy] | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection | 6/8/2016 monthly |
| G1.B1.S4.A3 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, lessson plans, Administrative Feedback, and Reflection | 6/8/2016 monthly |
| G1.B1.S1.A4 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | Dobao, Lilia | 8/18/2015 | Classroom Walkthroughs,lesson plans, student assessment data, Administrative Feedback and Reflection | 6/9/2016 monthly |
| G1.B1.S2.A4 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | Dobao, Lilia | 8/25/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.B1.S3.A4 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.B1.S4.A4 | Engage in ongoing monitoring, feedback, support and follow-up. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.B1.S1.A5 | Engage in ongoing monitoring, feedback, support and follow-up. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, student assessment data, lesson plans, | 6/9/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | | | | implementation in the classroom, Administrative Feedback and Reflection | |
| G1.B1.S2.A5 | Engage in ongoing monitoring, feedback, support and follow-up. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.B1.S3.A5 | Engage in ongoing monitoring, feedback, support and follow-up. | Dobao, Lilia | 8/24/2015 | Classroom Walkthroughs, Administrative Feedback and Reflection | 6/8/2016 monthly |
| G1.MA1 | Formative Assessments, District Interim Assessments, Summative Assessments,Results for the 2015 Science FCAT 2.0, Civics EOC, and Florida Standards Assessments. | Dobao, Lilia | 9/28/2015 | Results from Formative Assessments, District Interim Assessments, Summative Assessments, 2014 Science FCAT 2.0, Civics EOC, and Florida Standards Assessments. | 6/4/2016 monthly |
| G1.B1.S1.MA1 | Review of formative assessments results and ensure implementation of District Implemented Reading Series. | Dobao, Lilia | 8/25/2015 | Walkthroughs, Data Chats, and Formative Assessments | 8/25/2015 monthly |
| G1.B1.S1.MA1 | Following the FCIM model, assessment data report will be reviewed and instruction will be adjusted as needed. | Dobao, Lilia | 8/24/2015 | Through student work, formative assessments, and classroom observations/walkthroughs, | 6/9/2016 monthly |
| G1.B1.S2.MA1 | [no content entered] | | | one-time | |
| G1.B1.S2.MA1 | [no content entered] | | | one-time | |
| G2.MA1 | Data, Subject grades, Cold Reads will be used, i-Ready | Raposo-Rodriguez, Barbie | 8/25/2015 | Interim Reports, Diagnostic testing, i-Ready, Report Cards, and School Data | 6/6/2016 monthly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B1** There is limited evidence of the use of higher order questioning strategies in the delivery of instruction throughout academic areas.

**G1.B1.S1** Plan for and deliver instruction in reading and language arts, 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 plans.

### PD Opportunity 1

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

**Facilitator**

Dr. Lilia Dobao

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/25/2015 to 3/31/2016

### PD Opportunity 2

Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies.

**Facilitator**

PLC Team

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/25/2015 to 9/25/2016

### PD Opportunity 3

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

#### Facilitator

Barbara Raposo-Rodriguez, Anne Byrnes and administration

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/18/2015 to 6/9/2016

**G1.B1.S2** Plan for and deliver instruction in mathematics, 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 plans.

### PD Opportunity 1

Provide additional support in the effective implementation of rigorous, purposeful and engaging instruction based on individual teacher needs,

#### Facilitator

PLC Team

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/25/2015 to 6/8/2016

### PD Opportunity 2

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

#### Facilitator

Dr. Lilia Dobao

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/25/2015 to 5/27/2016

**PD Opportunity 3**

Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies.

### Facilitator

PLC Team

### Participants

Instructional Staff

### Schedule

Monthly, from 8/25/2015 to 2/16/2016

**PD Opportunity 4**

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Facilitator

Barbara Raposo-Rodriguez

### Participants

Instructional Staff

### Schedule

Monthly, from 8/25/2015 to 6/8/2016

**G1.B1.S3** Plan for and deliver instruction in science 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 plans.

**PD Opportunity 1**

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Facilitator

Yalili Low and Barbara Raposo-Rodriguez

### Participants

Instructional Staff

### Schedule

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

**PD Opportunity 2**

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

### Facilitator

Dr. Lilia Dobao

### Participants

Instructional Staff

### Schedule

Monthly, from 8/24/2015 to 3/31/2016

**PD Opportunity 3**

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Facilitator

Barbara Raposo-Rodriguez

### Participants

Instructional Staff

### Schedule

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

**G1.B1.S4** Plan for and deliver instruction in Social Science 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 plans.

**PD Opportunity 1**

Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.

### Facilitator

Dr. Lilia Dobao

### Participants

Instructional Staff

### Schedule

Monthly, from 8/24/2015 to 3/31/2016

**PD Opportunity 2**

Monitor effective implementation of rigorous, purposeful, and engaging instruction.

### Facilitator

Barbara Raposo-Rodriguez

### Participants

Instructional Staff

### Schedule

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

## Technical Assistance Items

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

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

**G1.B1** There is limited evidence of the use of higher order questioning strategies in the delivery of instruction throughout academic areas.

**G1.B1.S2** Plan for and deliver instruction in mathematics, 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 plans.

### PD Opportunity 1

Engage in ongoing monitoring, feedback, support and follow-up.

**Facilitator**

Administration

**Participants**

Instructional Staff and Related Staff

**Schedule**

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

**G1.B1.S3** Plan for and deliver instruction in science 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 plans.

### PD Opportunity 1

Conduct classroom walkthroughs by administration and literacy leadership team. [copy]

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

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

**PD Opportunity 2**

Engage in ongoing monitoring, feedback, support and follow-up.

**Facilitator**

Administration

**Participants**

Instructional Staff and Related Staff

**Schedule**

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

**G1.B1.S4** Plan for and deliver instruction in Social Science 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 plans.

**PD Opportunity 1**

Conduct classroom walkthroughs by administration and literacy leadership team.

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

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

**PD Opportunity 2**

Engage in ongoing monitoring, feedback, support and follow-up.

**Facilitator**

Administration

**Participants**

Instructional Staff and Related Staff

**Schedule**

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

## Budget

## Budget Data

| 1 | G1.B1.S1.A1 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | | | | $2,000.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: Inhouse PLC* | | | |
| | | | District-Wide | Title I Part A | | $2,000.00 |
| | | | *Notes: Purchase of Supplemental Materials* | | | |
| 2 | G1.B1.S1.A2 | Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 3 | G1.B1.S1.A3 | Conduct classroom walkthroughs by administration and literacy leadership team. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 4 | G1.B1.S1.A4 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 5 | G1.B1.S1.A5 | Engage in ongoing monitoring, feedback, support and follow-up. | | | | $0.00 |
| 6 | G1.B1.S2.A1 | Provide additional support in the effective implementation of rigorous, purposeful and engaging instruction based on individual teacher needs, | | | | $2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In House PLC* | | | |
| | | | District-Wide | Title I Part C (Migrant) | | $2,000.00 |
| | | | *Notes: Supplemental Resource Materials* | | | |

## Budget Data

| 7 | G1.B1.S2.A2 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | | | | $0.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In House PLC* | | | |
| 8 | G1.B1.S2.A3 | Conduct professional development based on the need for effective implementation of differentiated instruction as it relates to rigorous, purposeful, and engaging instructional strategies. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 9 | G1.B1.S2.A4 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 10 | G1.B1.S2.A5 | Engage in ongoing monitoring, feedback, support and follow-up. | | | | $0.00 |
| 11 | G1.B1.S3.A1 | Monitor effective implementation of rigorous, purposeful, and engaging instruction. | | | | $1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In House PLC* | | | |
| | | | District-Wide | Title I Part A | | $1,000.00 |
| | | | *Notes: Supplemental Resource Materials* | | | |
| 12 | G1.B1.S3.A2 | Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In House PLC* | | | |
| 13 | G1.B1.S3.A3 | Conduct classroom walkthroughs by administration and literacy leadership team. [copy] | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |

## Budget Data

| | | | Budget Focus | Funding Source | FTE | 2015-16 |
|---|---|---|---|---|---|---|
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 14 | G1.B1.S3.A4 | **Monitor effective implementation of rigorous, purposeful, and engaging instruction.** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 15 | G1.B1.S3.A5 | **Engage in ongoing monitoring, feedback, support and follow-up.** | | | | **$0.00** |
| 16 | G1.B1.S4.A1 | **Introduce school-wide instructional goal as it relates to rigorous, purposeful, and engaging instructional strategies via faculty meeting.** | | | | **$1,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In House PLC* | | | |
| | | | District-Wide | Title I Part A | | $1,000.00 |
| | | | *Notes: Supplemental Resources* | | | |
| 17 | G1.B1.S4.A2 | **Conduct classroom walkthroughs by administration and literacy leadership team.** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 18 | G1.B1.S4.A3 | **Monitor effective implementation of rigorous, purposeful, and engaging instruction.** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | $0.00 |
| | | | *Notes: In house workshop* | | | |
| 19 | G1.B1.S4.A4 | **Engage in ongoing monitoring, feedback, support and follow-up.** | | | | **$0.00** |
| | | | | | Total: | **$6,000.00** |