

Miami-Dade County Public Schools

Dr. Henry W. Mack/West Little River K 8 Center



2015-16 School Improvement Plan

Dr. Henry W. Mack/West Little River K 8 Center

2450 NW 84TH ST, Miami, FL 33147

<http://wlre.dadeschools.net>

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

**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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff and community of Dr. Henry W. Mack / West Little River K - 8 Center believe that all students can accomplish a high level of academic achievement, while building positive self-esteem. We accept the challenge to guide our students toward academic and social success through education.

Provide the school's vision statement

Dr. Henry W. Mack/West Little River K – 8 Center is committed to providing educational excellence for all students. We believe that every student will reach their highest academic potential with the support of all stakeholders, including staff, parents and community and business partners.

School Environment

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

The faculty and staff at Dr. Henry W. Mack/ West Little River K-8 Center value our students' cultures. In doing so, we make opportunities at various points of the school year to encourage students to share their culture. Students participate in various cultural activities with their classmates and teachers which help build the relationships between teachers and students. Students participate in Hispanic Heritage activities, Black History activities as well as Haitian/ Creole activities. Teachers have to opportunity to expose students to many other cultures through class discussions and Social Science lessons.

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

Dr. Henry W. Mack/ West Little River K-8 Center students feel safe and respected before, during and after school. Through our Positive Behavior System (PBS) and school counseling initiatives, students feel comfortable with reporting any issues regarding bullying, issues at home and much more. Students also know of the contact people that are available for them regarding their safety and respect. In addition, through the Values Matter Initiative, the school uses specific lessons that encourage each value. In the classrooms, teachers are encouraged to have a Values Matter bulletin board that reinforces each value on a daily basis.

In addition, students are being exposed to and participating in a host of activities and programs throughout the year such as: STEM activities and competitions, Magnet School Fairs, service clubs, 500 Role Models, Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, Anti-bullying, School Safety Patrols, and Character Education. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations.

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

The schoolwide behavioral system is implemented through the Positive Behavior System (PBS). Our school's PBS Coach works with teachers to minimize distractions and keep students engaged during instructional time by collaborating with the teachers. The PBS Coach and teachers have established a plan for promoting positive behavior which include utilizing Class Dojo, alternatives to suspension and parental communication. Involved PBS school personnel attend planning and implementation meetings throughout the school year and attend professional development sessions.

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

Dr. Henry W. Mack/ West Little River K-8 Center provides an variety of counseling services to ensure the social-emotional needs of all students are being met. Depending on the student need, students can receive individual and group counseling which includes peer mediation. Students also have the opportunity to work with the school Success Coaches. Finally, outside agency referrals and community based agency presentations are also provided to students in need.

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

Dr. Henry W. Mack/West Little River K-8 Center early warning system indicators are:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or 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
	1	2	3	4	5	6	7	8	
Attendance below 90 percent	2	6	1	3	3	3	3	5	26
One or more suspensions	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	12	8	2	1	0	1	9	8	41
Level 1 on statewide assessment	18	27	5	13	34	9	30	31	167

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

Indicator	Grade Level							Total
	1	2	3	4	5	6	7	
Students exhibiting two or more indicators	18	27	5	14	35	9	5	113

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

Dr. Henry W. Mack/West Little River K-8 Center provide intervention strategies for students identified by the early warning system that include:

Provide opportunities for students to work collaboratively with classmates.

Implementation of Tier 2 and Tier 3 intervention for Reading through Wonderworks.

Differentiated instruction is implemented during instructional time.

Technology programs are used that identify specific deficiencies in students.

Individual and Group Counseling for students with Success Coach.

Referral to community based organizations for emotional/psychological needs.

Use of the alternative to suspension plan for students with behavioral issues.

School attendance plan include incentives provided to students for meeting attendance goals.

Effective implementation of our PBS system.

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/197415>.

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

Dr. Henry W. Mack/West Little River K-8 Center strives to involve all families and Community Partners. The entire staff builds strong external relationships.

The staff at Dr. Henry W. Mack/West Little River K-8 Center:

- Sees parents and Community Businesses as partners in helping students learn,
- Values parents' input and participation in advancing the school's mission and vision, and
- Supports efforts to strengthen its students' community resources.

Dr. Henry W. Mack/West Little River K-8 Center creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Dr. Henry W. Mack/West Little River K-8 Center regularly communicates with parents about how they can help their children learn, through monthly parent workshops.

Teachers and parents are partners in improving student learning. Every effort is made to ensure parents are active participants in their child's schooling. Teachers work closely with parents to meet the students' needs. Teachers listen to parents and try to understand parent's problems and concerns through parent-teacher conferences. Parents are encouraged to volunteer their time to support the school (e.g. volunteer in the classroom, attend field trips, and participate in school-wide events).

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
Oce, Kimula	Principal
Lillie-Johnson, Kamila	Assistant Principal
Ramos, Ivanisse	Instructional Coach
Somers, Alyson	Instructional Coach
Sparrow, Carmella	Instructional Coach

Duties

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

Leadership is an extension of the Dr. Henry W. Mack/West Little River K – 8 Center’s Instructional Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The administrative team provides a common vision for the use of data-based decision-making and ensures that the team is implementing RtI. The principal conducts assessments of RtI skills of staff and ensures implementation of intervention support and documentation. The principal also ensures that necessary professional development is provided to all staff to support implementation. The General Education Teachers (Primary and Intermediate) provide information about core instruction and participate in student data collection. They also deliver Tier 1 instruction/intervention and collaborate with Coaches and other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities. The Special Education (SPED) Teacher participates in student data collection and collaborate with general education teachers through such activities as consultation and collaboration. They also function as a resource in the area of intervention and provide General Education teachers with additional intervention assistance as needed to ensure the success of all students. The Reading Coaches develop, lead, and evaluate Language Arts and Reading standards and programs. The Coaches work with the Language Arts and Reading teachers to implement scientifically based curriculum and intervention approaches. They analyze assessment data and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coaches assist with whole school screening programs and analyze the data to ensure that interventions and assistance is provided to students and teachers as needed. They also assist in the design and implementation for progress monitoring, data collection, and data analysis. Professional development design and delivery is implemented and modeled by them. The coaches provide additional support for

assessment

and implementation monitoring as well.

The Mathematics Coach develops, leads, and evaluates Mathematics content standards and programs. The

Coach will identify and ensure implementation of scientifically based curriculum and intervention approaches.

Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers

based on their assessment results.

The Science Coach develops, leads, and evaluates Science content standards and programs. The Coach will

identify and ensure implementation of scientifically based curriculum and intervention approaches.

Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers

based on their assessment results. The Science Coach will ensure that all students receive laboratory and

hands-on experiences both in the classroom and the Science Lab.

The School Psychologist participates in the collection, interpretation, and analysis of data. The

Psychologist also facilitates development of intervention plans and provides support for intervention fidelity and

documentation. Professional development and technical assistance for problem-solving activities including

data collection, data analysis, intervention planning, and program evaluation are provided as needed.

The

Psychologist is an integral part of the data-based decision making activities.

The Speech Language Pathologist (SLP) (as needed) educates the team in the role language plays in

curriculum, assessment, and instruction, as a basis for appropriate program design. The SLP also assists in

the selection of screening measures and helps identify systemic patterns of student need with respect to

language skills.

The School Counselor and School Social Worker provide quality services and expertise on issues ranging

from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the schools

and families to support the child's academic, emotional, behavioral, and social success.

The Leadership Team meets at least once a week to discuss upcoming events, need for professional development, school data, and/or any other pertinent information. Shared leadership is practice. All members of the team is given an opportunity to be heard. Leadership team discussions are focused and are consistent with the need of the students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team in collaboration with the designated RtI team members will meet Mondays to focus on

student achievement and the utilization of data to ensure that the students progress and continue to excel

academically. The team meets on Thursdays to engage in the following activities:

- Review universal screening data and link to instructional decisions.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- Based on the data, the team will identify professional development and curriculum resources.
- The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

- The team will facilitate the process of building consensus, increasing infrastructure, and making decisions

about implementation.

-Title I Part A

At Dr. Henry W. Mack/West Little River K – 8 Center services are provided to ensure students requiring additional remediation are assisted through before and after school tutorial programs. The district coordinates with Title III in ensuring staff development needs are provided. Instructional coaches (Reading/Math/Science) develop, lead, and evaluate school core content standards/ programs. The subject area coaches also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They work with district personnel to identify systematic patterns of student need and identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk.” They also 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. Instructional coaches also provide professional development based on the needs of the teachers and students.

Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and neglected and delinquent students.

-Title I Part C Migrant

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

-Title I Part D

Dr. Henry W. Mack/West Little River K – 8 Center receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

-Title II

Dr. Henry W. Mack/West Little River K – 8 Center uses supplemental funds for improving basic education as follows:

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

Dr. Henry W. Mack/West Little River K – 8 Center has a trained PDL and PLC facilitator that will be utilized to provide professional development and facilitation throughout the school.

-Title III

Dr. Henry W. Mack/West Little River K – 8 Center Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs

- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading was purchased by the district to be used by ELL and immigrant students at our school.

The above services will be provided should funds become available for the 2015-16 school year and should the FLDOE approve the application.

-Title X Homeless

- Dr. Henry W. Mack/West Little River K – 8 Center Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- 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.

-Supplemental Academic Instruction (SAI)

Dr. Henry W. Mack/West Little River K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

-Violence Prevention Programs

At Dr. Henry W. Mack/West Little River K – 8 Center the Safe and Drug-Free Schools Program addresses violence prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. The teachers and counselor work collaboratively to ensure that the curriculum is implemented in an effective manner. Training and technical assistance for school teachers, administrators, counselors, and Safe School Specialists is also a component of this program. Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management, and crisis management.

-Nutrition Programs

Dr. Henry W. Mack/West Little River K – 8 Center adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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 Wellness Policy.

-Housing Programs

- The Homeless Assistance Program at Dr. Henry W. Mack/West Little River K - 8 Center seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists Dr. Henry W. Mack/West Little River K – 8 Center with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for Dr. Henry W. Mack/West Little River K – 8 Center’s registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act. This ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign that is used at Dr. Henry W. Mack/West Little River K – 8 Center and all schools. Dr. Henry W. Mack/West Little River K – 8 Center is provided a video and curriculum manual. A contest is also sponsored by the Homeless Trust - a community organization.

-Head Start

Head Start programs are located off campus in the community surrounding Dr. Henry W. Mack/West Little River K – 8 Center. Staff collaborates with them through a scheduled preview for their students

in the spring to familiarize them with the Kindergarten program.

-Adult Education

Not applicable

-Career and Technical Education

Dr. Henry W. Mack/West Little River K – 8 Center will provides a Career Day to present an in-depth understanding of the various facets of future career opportunities. In addition, career centered discussions are done within content areas.

-Job Training

Not applicable

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimula Oce	Principal
Katina Johnson	Teacher
Latricia Johnson-Smith	Teacher
Valerie Alvarez	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council engages in the problem-solving process by reviewing the previous year's data and providing suggested strategies that address the educational needs of the current student population. The collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed. The School Advisory Council is the sole governing body responsible for the final decision-making of the School Improvement Plan (SIP). At the scheduled monthly meetings the SIP is reviewed. Additionally, members of SAC assist in creating and writing the school improvement plan.

Development of this school improvement plan

The School Advisory Council plays an active role in the development of the school improvement plan by participating in writing committees, data analysis along with monthly reviews of the current school improvement plan.

Preparation of the school's annual budget and plan

The Principal discusses and reviews the school's annual budget and plan before and after budget conferences. The Principal keeps the SAC abreast to pertinent information and changes as it relates to the budget and plan.

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

The projected use of school improvement funds include:

End of the year awards incentives- \$800

Incentives for after school tutoring participation- \$200

School wide music interactive program (implemented in grades 2-8 through music classes)- \$300

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
Oce, Kimula	Principal
Lillie-Johnson, Kamila	Assistant Principal
Ramos, Ivanisse	Instructional Coach
Somers, Alyson	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will create a capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The LLT will ensure the implementation of the English Language Arts State Standards are with fidelity. The school-based LLT will meet monthly to discuss and analyze student data. Data is comprised of Interim Assessments, i-Ready data and previous FSA scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions will be made based on the most current data available. Adjustments will be made to the differentiated instruction grouping and professional development activities will be developed based on the data analysis.

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

Dr. Henry W. Mack/West Little River K-Center strives to ensure positive working relationships with all teachers. All teachers collaborate to promote professional development and collaborative planning. The teachers are active participants in school improvement, committed to the school, and focused on professional development. Through the PD liaison in-house professional development activities are provided to the teachers on a monthly basis. Teachers are supportive and respectful of one another. Through collaborative planning sessions teachers are afforded the opportunity to work with instructional coaches to ensure that the appropriate standards are taught. Overall, the teachers share a sense of responsibility for student development, school improvement, and professional growth.

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

The following strategies are utilized by Dr. Henry W. Mack/ West Little River K-8 Center to recruit and retain highly qualified, certified-in-field, effective teachers:

- Regular meetings of new teachers with Principal (Principal)
- Partnering new teachers with veteran staff (Assistant Principals)
- Job Fairs and Teach for America Events (Principal)
- Soliciting referrals from current employees (Principal)

-Open-door policy utilized by administrators to address individual or grade level concerns (Principal/ Assistant Principals)

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

The mentoring program at Dr. Henry W. Mack/West Little River K-8 Center supports new teachers by providing them with mentors. The mentor and new teacher will meet weekly to discuss evidence-based strategies. The mentor will observe the new teacher and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning. The new teacher will be paired with a mentor who has taught that same grade level or subject area in the past. The new teachers will also be supported by their instructional coach.

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

At Dr. Henry W. Mack/ West Little River K-8 Center instruction is challenging and engaging. The instruction is clear, well-structured, rigorous, and encourages students to build and apply knowledge.

- The instruction is well defined and clear expectations for student success are set;
- The weekly collaborative planning sessions ensure core instructional programs and materials are aligned to the Florida Standards;
- The interactive lessons encourage students to build and apply knowledge;
- The rigorous lessons encourage students to utilize higher order thinking skills;
- The instruction is well-paced and planning with the end in mind;
- There is alignment across all grade levels.

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

Dr. Henry W. Mack/ West Little River K-8 Center uses data-driven decision making in order to ensure the school, the classroom, and the student are meeting our purpose and vision to ensure that every student is a successful citizen.

The school's MTSS/Rtl Leadership Team collaborates monthly to analyze data, review progress monitoring data, and recognize students who are meeting and exceeding standards and/or benchmarks. Based on the information the team provides professional development and resources necessary to provide effective interventions. The team collaborates weekly to resolve problematic issues, share effective practices, assess implementation, execute choices, and practice new processes and skills. The roles and responsibilities are as follows: the principal, assistant principals, and instructional coaches provide a common vision for the use of data-driven decision making in order to establish interventions and support for the teachers. They collaborate with each other to verify the intervention plan created meets the needs of all students.

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: 60

Dr. Henry W. Mack/ West Little River K-8 Center will offer after school tutoring to all students. The tutoring services will be based on the students' individual needs. The programs utilized will be primarily computer-based, as well as lessons developed by the tutors. This additional hour will include both intervention and/or enrichment activities.

Strategy Rationale

The extra instruction the students at Dr. Henry W. Mack/ West Little River K-8 Center will receive will be at their instructional level. This extra hour will assist teachers in closing the learning gap and challenge students in the enrichment portion of the tutoring program .

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oce, Kimula, pr5861@dadeschools.net

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

Students that participate in the tutoring programs are monitored for success on i-Ready data, Mid-Year Data, and individual classroom data beginning August 2015 and analyzed by instructional teachers and the Leadership Team.

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

Title I Administration assists the Dr. Henry Mack/West Little River K – 8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and para-professional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I program further provides assistance for pre-school transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

Preschool children and parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are:

-Voluntary Prekindergarten (VPK) Assessment: This is an assessment that is given four times a year. There are four main parts: Phonological Awareness, Print Knowledge, Oral Language/Vocabulary, and Mathematics.

-Florida Kindergarten Readiness Screener (FLKRS) Assessment - Work Sampling System (WSS): This assessment is given in Kindergarten. The data from the screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments.

The prekindergarten staff responsible for the implementation of the curriculum is the teacher and para-professional. The para-professional implements the high scope curriculum with a small group of students, as well as facilitates the plan-to-do review portion of high scope. Parental involvement is maintained by the parents completing the district volunteer application, and encouraged to volunteer in the classroom. VPK is the program offered at our school. The funding resources for these programs are Title I. Students' readiness for Kindergarten is assessed through articulation between Pre Kindergarten and Kindergarten teachers. Parents are provided with an orientation meeting. The "Welcome to Kindergarten" program is designed 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 kindergarten as well as receive information relative to the matriculation of students at the school. The reading coach will also meet with the center directors of neighborhood centers, and ask the office staff to distribute kindergarten preparation brochures and other documents to interest parents throughout the year.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

G074005

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Literacy - Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; McDougal Litell, Inside; Professional Development; iReady Mathematics - Go Math Textbooks, FI Ready Common Core Textbooks, McGraw Hill, Computers (iReady), CER Bellringers, Scheduled Planning Times K-8; Professional Development; i-Ready Science - Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, Edgenuity; Brain Pop; Study Jams Social Science - DISTRICT-Professional development-content specific, Edgenuity, NBC Learn, Discovery Education. 6th through 8th Grade Civics-Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes), Civics Test Item Specifications (FLDOE), 7th grade Civics Task Cards. Tablets – 6th grade through 8th grade. MDCPS Social Science Website - Pacing Guide, Lesson Plans aligned to standards,

Targeted Barriers to Achieving the Goal 3

- Literacy - Explicit planning with a focus on academic progression.
- Mathematics - Building the bridge of foundational and prior knowledge between grade levels. Understanding how to incorporate the academic progression.
- Science - Inconsistencies of time management for prioritized skills and pacing of lessons.
- Social Science - Explicit planning to increase academic progression of the students.
- Student Services/Early Warning Signs - Undesirable behaviors in the classroom

Plan to Monitor Progress Toward G1. 8

The mid-year assessment and i-Ready data will reviewed to determine the progress toward the goal.

Person Responsible

Kimula Oce

Schedule

Quarterly, from 10/1/2015 to 10/1/2015

Evidence of Completion

Work folders, Weekly Assessment data, Mid-year Data, i-Ready data

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**

 G074005

G1.B1 Literacy - Explicit planning with a focus on academic progression. **2**

 B193249

G1.B1.S1 Standard driven collaborative planning that will result in the development of aligned daily learning targets to enable explicit instruction. **4**

 S204757

Strategy Rationale

Collaborative planning that is standard-based and aligned with daily learning targets will result in explicit instruction.

Action Step 1 **5**

Provide professional development on unpacking the standards, developing daily learning targets and aligned end products.

Person Responsible

Alyson Somers

Schedule

On 9/23/2015

Evidence of Completion

Teachers will bring unwrapped standards to collaborative planning sessions. PD Sign-in Sheets Agendas

Action Step 2 5

Begin collaborative planning sessions by reviewing unpacked standards and daily learning targets to gauge development of daily instructional plans.

Person Responsible

Ivanisse Ramos

Schedule

Weekly, from 10/1/2015 to 10/29/2015

Evidence of Completion

Teachers lesson plans and instructional delivery will exhibit an alignment between the standards and daily learning targets.

Action Step 3 5

Administration will participate in collaborative planning sessions.

Person Responsible

Kamila Lillie-Johnson

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Sign-sheets, agenda and evidence of unpacked standards and daily learning targets (pre-planning sheet)

Action Step 4 5

Develop an English Language Arts framework for whole group, differentiated instruction, and genre writing.

Person Responsible

Ivanisse Ramos

Schedule

On 10/14/2015

Evidence of Completion

Teachers will display an agenda of daily instruction as a component of their common configuration board. Copy of Instructional framework

Action Step 5 5

Designate a planning session specific to genre writing.

Person Responsible

Ivanisse Ramos

Schedule

Weekly, from 10/1/2015 to 10/23/2015

Evidence of Completion

Sign-sheets, agenda and lesson plans of scaffolded writing instruction

Action Step 6 5

Classroom visitations and walkthroughs will be conducted to ensure effective implementation of strategies.

Person Responsible

Kamila Lillie-Johnson

Schedule

Daily, from 10/1/2015 to 12/18/2015

Evidence of Completion

Literacy coaches' coaching cycles and administrative walkthrough logs

Action Step 7 5

Based on observations made during classroom visitations and walkthroughs, professional development will be provided to meet specific needs.

Person Responsible

Ivanisse Ramos

Schedule

Monthly, from 10/1/2015 to 11/18/2015

Evidence of Completion

Sign-sheets, agenda and follow up activities

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

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include scaffolded Daily Learning Targets

Person Responsible

Kamila Lillie-Johnson

Schedule

Daily, from 10/1/2015 to 12/18/2015

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

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

Consistently monitor common planning and the implementation of lesson planning and delivery to include scaffolded Daily Learning Targets

Person Responsible

Kamila Lillie-Johnson

Schedule

Weekly, from 10/1/2015 to 12/18/2015


Evidence of Completion

Common planning agenda, Lesson plans, Student work samples

G1.B2 Mathematics - Building the bridge of foundational and prior knowledge between grade levels. Understanding how to incorporate the academic progression. 2

 B193250

G1.B2.S1 Develop deeper knowledge of standards in order to embed pre-requisite skills (foundational skills) into the Introduction/I Do portion of lesson. 4

 S204758

Strategy Rationale

Creating a deeper knowledge of the standards with assist with developing foundational skills students may be lacking.

Action Step 1 5

Review/introduce the unwrapping of standards process during grade level collaborative planning sessions.

Person Responsible

Carmella Sparrow

Schedule

On 10/16/2015

Evidence of Completion

Evidence of unwrapping process completed during common planning

Action Step 2 5

Conduct ongoing grade level/vertical planning collaborative meetings that focus on the unwrapping the standards, identifying prerequisite skills, and specific strategies needed to embed prerequisite skills Intro and I Do portion of lesson.

Person Responsible

Carmella Sparrow

Schedule

Weekly, from 10/1/2015 to 11/16/2015

Evidence of Completion

Agenda, Sign-in sheet

Action Step 3 5

Develop standards-based lesson plans with prerequisite skills embedded into the Intro and I Do portion of the lesson.

Person Responsible

Carmella Sparrow

Schedule

Weekly, from 10/1/2015 to 11/16/2015

Evidence of Completion

Lesson Plans - focus on Intro/I Do

Action Step 4 5

Model (classroom/collaborative planning) effective standards-based instruction with a focus on embedding prerequisite skills in the Intro and I Do portion of the lesson.

Person Responsible

Carmella Sparrow

Schedule

Weekly, from 10/1/2015 to 11/16/2015

Evidence of Completion

Note taking/Note making, reflection sheet, debrief notes

Action Step 5 5

Initiate Coaching Cycles on standards-based instruction with a focus on embedding prerequisite skills in the Intro and I Do portion of the lesson.

Person Responsible

Carmella Sparrow

Schedule

Weekly, from 10/1/2015 to 11/16/2015

Evidence of Completion

Coaching cycle forms and Calendar

Action Step 6 5

Conduct ongoing classroom walkthroughs to monitor effective standards-based instruction aligned to the planned lessons.

Person Responsible

Kimula Oce

Schedule

On 11/16/2015

Evidence of Completion

Administration walkthrough logs and debrief notes

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

Consistently monitor collaborative planning (with focus on the Introduction/I Do Portion of lesson).

Person Responsible

Kimula Oce

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Classroom Walkthroughs Agendas

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

Conduct ongoing classroom walkthroughs to monitor effective standards-based instruction aligned to the planned lessons.

Person Responsible

Kimula Oce

Schedule

Daily, from 10/1/2015 to 12/18/2015

Evidence of Completion

Classroom Walkthroughs

G1.B3 Science - Inconsistencies of time management for prioritized skills and pacing of lessons. 2

B193251

G1.B3.S1 Collaborative planning focused on prioritizing skills and pacing of lessons with follow through during instructional delivery aligned to the NGSSS. 4

S204759

Strategy Rationale

The use of the Science Next Generation Sunshine State Standards (NGSSS) when planning will ensure that the appropriate standards are being taught.

Action Step 1 5

Job-embedded PD on unwrapping the standards with targeted teachers in order to effectively align instructional delivery with FCAT item specs, NGSSS, and science resources.

Person Responsible

Kimula Oce

Schedule

On 10/16/2015

Evidence of Completion

Teacher lesson plans, student work, and instructional delivery is aligned to the NGSSS.

Action Step 2 5

Job-embedded PD for targeted teachers on the use of the pre-planning sheet prior to collaborative planning.

Person Responsible

Kimula Oce

Schedule

On 10/16/2015

Evidence of Completion

During collaborative planning, teachers are coming with pre-planning sheet completed in order to spend planning time aligning adequate resources.

Action Step 3 5

Coaching cycle with targeted teacher on minimizing time spent on the "I do" portion of the lesson in order to increase time for student collaboration and guided practice.

Person Responsible

Kimula Oce

Schedule

Weekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Teacher's instructional delivery is scaffolded so that students have ample time to practice with content introduced during the "I do" portion of the lesson.

Action Step 4 5

Up-to-date assessment data will be used to create instructional focus calendars to target secondary benchmarks through bell ringers.

Person Responsible

Kimula Oce

Schedule

Monthly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Teacher lesson plans reflect identified secondary focus, instructional focus calendars created by science coach utilizing assessment data, bell ringers evident in student work.

Action Step 5 5

Coaching cycle with targeted teacher on the utilization of instructional frameworks to guide instructional delivery.

Person Responsible

Kamila Lillie-Johnson

Schedule

Weekly, from 10/1/2015 to 10/23/2015

Evidence of Completion

Teacher lesson plans and instructional delivery will reflect implemented instructional framework.

Action Step 6 5

Leadership team is conduct walkthroughs to support alignment of collaborative planning and instructional delivery.

Person Responsible

Kamila Lillie-Johnson

Schedule

Daily, from 10/1/2015 to 12/18/2015

Evidence of Completion

Leadership team notes will reflect that teachers instructional delivery is aligned to collaborative planning.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

Person Responsible

Kimula Oce

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership team is conduct walkthroughs to support alignment of collaborative planning and instructional delivery.

Person Responsible

Kimula Oce


Schedule

Daily, from 10/1/2015 to 12/18/2015

Evidence of Completion


Leadership team notes will reflect that teachers instructional delivery is aligned to collaborative planning.

G1.B4 Social Science - Explicit planning to increase academic progression of the students. 2

 B193252

G1.B4.S1 Provide support to Literacy Coach and teachers to build capacity during collaborative planning in order to align NGSSS-Social Studies and Florida LAFS Standards (Reading-RH and Writing WHST).

4

 S204760

Strategy Rationale

Planning will lead to student-centered instructional activities in which the students are prepared to demonstrate understanding through standards aligned activities that end in authentic writing.

Action Step 1 5

Assistant Principal over Social Studies, Literacy Coach and teachers will be provided with instructional resource materials that include NGSSS-SS Item Specifications (World History, Civics, US History), LAFS-SS (Reading-RH and Writing WHST), the LAFS unpacking template for the Florida Standards and Florida Standards Writing rubric (Argumentation and Informational).

Person Responsible

Ivanisse Ramos

Schedule

On 9/24/2015

Evidence of Completion

When Assistant Principal, Literacy Coach and teachers all have a completed resource binder that includes NGSSS-SS and LAFS-SS materials.

Action Step 2 5

Plan for common planning with Literacy Coach to generate an itemized agenda that includes definitive outcomes and next steps. Materials used will be the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM).

Person Responsible

Ivanisse Ramos

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Itemized agenda for common planning.

Action Step 3 5

Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.

Person Responsible

Ivanisse Ramos

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Completed lesson plans aligned with the NGSSS and LAFS-SS and student centered.

Action Step 4 5

Implementation of lesson plans created through collaborative planning.

Person Responsible

Kimula Oce

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Observational notes of the executed lesson by the administrator.

Action Step 5 5

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Kimula Oce

Schedule

Daily, from 10/1/2015 to 12/18/2015

Evidence of Completion

Administrative walk-through notes.

Action Step 6 5

Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps.

Person Responsible

Ivanisse Ramos

Schedule

Biweekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Debrief and next steps.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Kimula Oce

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Administrative walk-through notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrative walk-throughs and debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps.

Person Responsible

Kimula Oce

Schedule

Weekly, from 10/1/2015 to 12/18/2015

Evidence of Completion

Administrative walk-through notes. Debrief and next steps.

G1.B5 Student Services/Early Warning Signs - Undesirable behaviors in the classroom 2

B193253

G1.B5.S1 The Success Coach and PBS Team will work together to provide counseling sessions for the students identified by teachers. The PBS Team will provide monthly incentives for positive behaviors. 4

S204761

Strategy Rationale

Counseling sessions for identified student and monthly incentives will motivate students to improve their behavior.

Action Step 1 5

Implementation of the PBS Program

Person Responsible

Kimula Oce

Schedule

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

Evidence of Completion

Students actively utilizing the PBS strategies.

Action Step 2 5

Implementation of a positive recognition program for students

Person Responsible

Carmella Sparrow

Schedule

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

Evidence of Completion

The majority of the student population is eligible to participate in the recognition program.

Action Step 3 5

Monitor behavior of students with chronic behavioral issues

Person Responsible

Kimula Oce

Schedule

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

Evidence of Completion

Behavior issue decrease with repeat offenders.

Action Step 4 5

Group/Individual Counseling for EWI students

Person Responsible

Kimula Oce

Schedule

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

Evidence of Completion

Student behavior issues improve.

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

Monthly PBS meeting will be conducted to review the program and make any necessary changes.

Person Responsible

Carmella Sparrow

Schedule

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

Evidence of Completion

Agendas, sign-in sheets

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

The data of students with chronic behavior issues will be reviewed.

Person Responsible

Kimula Oce

Schedule

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

Evidence of Completion

Counseling logs, Case management reports

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

The number of students participating in monthly incentives will be calculated each month.

Person Responsible

Kimula Oce

Schedule

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

Evidence of Completion

Monthly charts

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 professional development on unpacking the standards, developing daily learning targets and aligned end products.	Somers, Alyson	9/23/2015	Teachers will bring unwrapped standards to collaborative planning sessions. PD Sign-in Sheets Agendas	9/23/2015 one-time
G1.B2.S1.A1	Review/introduce the unwrapping of standards process during grade level collaborative planning sessions.	Sparrow, Carmella	10/1/2015	Evidence of unwrapping process completed during common planning	10/16/2015 one-time
G1.B3.S1.A1	Job-embedded PD on unwrapping the standards with targeted teachers in order to effectively align instructional delivery with FCAT item specs, NGSSS, and science resources.	Oce, Kimula	10/16/2015	Teacher lesson plans, student work, and instructional delivery is aligned to the NGSSS.	10/16/2015 one-time
G1.B4.S1.A1	Assistant Principal over Social Studies, Literacy Coach and teachers will be provided with instructional resource materials that include NGSSS-SS Item Specifications (World History, Civics, US History), LAFS-SS (Reading-RH	Ramos, Ivanisse	9/24/2015	When Assistant Principal, Literacy Coach and teachers all have a completed resource binder that includes NGSSS-SS and LAFS-SS materials.	9/24/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and Writing WHST), the LAFS unpacking template for the Florida Standards and Florida Standards Writing rubric (Argumentation and Informational).				
G1.B5.S1.A1	Implementation of the PBS Program	Oce, Kimula	10/1/2015	Students actively utilizing the PBS strategies.	1/22/2016 daily
G1.B1.S1.A2	Begin collaborative planning sessions by reviewing unpacked standards and daily learning targets to gauge development of daily instructional plans.	Ramos, Ivanisse	10/1/2015	Teachers lesson plans and instructional delivery will exhibit an alignment between the standards and daily learning targets.	10/29/2015 weekly
G1.B2.S1.A2	Conduct ongoing grade level/vertical planning collaborative meetings that focus on the unwrapping the standards, identifying prerequisite skills, and specific strategies needed to embed prerequisite skills Intro and I Do portion of lesson.	Sparrow, Carmella	10/1/2015	Agenda, Sign-in sheet	11/16/2015 weekly
G1.B3.S1.A2	Job-embedded PD for targeted teachers on the use of the pre-planning sheet prior to collaborative planning.	Oce, Kimula	10/16/2015	During collaborative planning, teachers are coming with pre-planning sheet completed in order to spend planning time aligning adequate resources.	10/16/2015 one-time
G1.B4.S1.A2	Plan for common planning with Literacy Coach to generate an itemized agenda that includes definitive outcomes and next steps. Materials used will be the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM).	Ramos, Ivanisse	10/1/2015	Itemized agenda for common planning.	12/18/2015 weekly
G1.B5.S1.A2	Implementation of a positive recognition program for students	Sparrow, Carmella	10/1/2015	The majority of the student population is eligible to participate in the recognition program.	1/22/2016 daily
G1.B1.S1.A3	Administration will participate in collaborative planning sessions.	Lillie-Johnson, Kamila	10/1/2015	Sign-sheets, agenda and evidence of unpacked standards and daily learning targets (pre-planning sheet)	12/18/2015 weekly
G1.B2.S1.A3	Develop standards-based lesson plans with prerequisite skills embedded into the Intro and I Do portion of the lesson.	Sparrow, Carmella	10/1/2015	Lesson Plans - focus on Intro/I Do	11/16/2015 weekly
G1.B3.S1.A3	Coaching cycle with targeted teacher on minimizing time spent on the "I do" portion of the lesson in order to increase time for student collaboration and guided practice.	Oce, Kimula	10/1/2015	Teacher's instructional delivery is scaffolded so that students have ample time to practice with content introduced during the "I do" portion of the lesson.	10/30/2015 weekly
G1.B4.S1.A3	Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.	Ramos, Ivanisse	10/1/2015	Completed lesson plans aligned with the NGSSS and LAFS-SS and student centered.	12/18/2015 weekly
G1.B5.S1.A3	Monitor behavior of students with chronic behavioral issues	Oce, Kimula	10/1/2015	Behavior issue decrease with repeat offenders.	1/22/2016 daily
G1.B1.S1.A4	Develop an English Language Arts framework for whole group, differentiated instruction, and genre writing.	Ramos, Ivanisse	10/1/2015	Teachers will display an agenda of daily instruction as a component of their common configuration board. Copy of Instructional framework	10/14/2015 one-time
G1.B2.S1.A4	Model (classroom/collaborative planning) effective standards-based instruction with a focus on embedding	Sparrow, Carmella	10/1/2015	Note taking/Note making, reflection sheet, debrief notes	11/16/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	prerequisite skills in the Intro and I Do portion of the lesson.				
G1.B3.S1.A4	Up-to-date assessment data will be used to create instructional focus calendars to target secondary benchmarks through bell ringers.	Oce, Kimula	10/1/2015	Teacher lesson plans reflect identified secondary focus, instructional focus calendars created by science coach utilizing assessment data, bell ringers evident in student work.	12/18/2015 monthly
G1.B4.S1.A4	Implementation of lesson plans created through collaborative planning.	Oce, Kimula	10/1/2015	Observational notes of the executed lesson by the administrator.	12/18/2015 weekly
G1.B5.S1.A4	Group/Individual Counseling for EWI students	Oce, Kimula	10/1/2015	Student behavior issues improve.	1/22/2016 weekly
G1.B1.S1.A5	Designate a planning session specific to genre writing.	Ramos, Ivanisse	10/1/2015	Sign-sheets, agenda and lesson plans of scaffolded writing instruction	10/23/2015 weekly
G1.B2.S1.A5	Initiate Coaching Cycles on standards-based instruction with a focus on embedding prerequisite skills in the Intro and I Do portion of the lesson.	Sparrow, Carmella	10/1/2015	Coaching cycle forms and Calendar	11/16/2015 weekly
G1.B3.S1.A5	Coaching cycle with targeted teacher on the utilization of instructional frameworks to guide instructional delivery.	Lillie-Johnson, Kamila	10/1/2015	Teacher lesson plans and instructional delivery will reflect implemented instructional framework.	10/23/2015 weekly
G1.B4.S1.A5	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Oce, Kimula	10/1/2015	Administrative walk-through notes.	12/18/2015 daily
G1.B1.S1.A6	Classroom visitations and walkthroughs will be conducted to ensure effective implementation of strategies.	Lillie-Johnson, Kamila	10/1/2015	Literacy coaches' coaching cycles and administrative walkthrough logs	12/18/2015 daily
G1.B2.S1.A6	Conduct ongoing classroom walkthroughs to monitor effective standards-based instruction aligned to the planned lessons.	Oce, Kimula	10/1/2015	Administration walkthrough logs and debrief notes	11/16/2015 one-time
G1.B3.S1.A6	Leadership team is conduct walkthroughs to support alignment of collaborative planning and instructional delivery.	Lillie-Johnson, Kamila	10/1/2015	Leadership team notes will reflect that teachers instructional delivery is aligned to collaborative planning.	12/18/2015 daily
G1.B4.S1.A6	Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps.	Ramos, Ivanisse	10/1/2015	Debrief and next steps.	12/18/2015 biweekly
G1.B1.S1.A7	Based on observations made during classroom visitations and walkthroughs, professional development will be provided to meet specific needs.	Ramos, Ivanisse	10/1/2015	Sign-sheets, agenda and follow up activities	11/18/2015 monthly
G1.MA1	The mid-year assessment and i-Ready data will reviewed to determine the progress toward the goal.	Oce, Kimula	10/1/2015	Work folders, Weekly Assessment data, Mid-year Data, i-Ready data	10/1/2015 quarterly
G1.B1.S1.MA1	Consistently monitor common planning and the implementation of lesson planning and delivery to include scaffolded Daily Learning Targets	Lillie-Johnson, Kamila	10/1/2015	Common planning agenda, Lesson plans, Student work samples	12/18/2015 weekly
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include scaffolded Daily Learning Targets	Lillie-Johnson, Kamila	10/1/2015	Walkthrough documentation, Administrative feedback and reflection on coaching logs	12/18/2015 daily
G1.B2.S1.MA1	Conduct ongoing classroom walkthroughs to monitor effective standards-based instruction aligned to the planned lessons.	Oce, Kimula	10/1/2015	Classroom Walkthroughs	12/18/2015 daily
G1.B2.S1.MA1	Consistently monitor collaborative planning (with focus on the Introduction/ I Do Portion of lesson).	Oce, Kimula	10/1/2015	Classroom Walkthroughs Agendas	12/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Leadership team is conduct walkthroughs to support alignment of collaborative planning and instructional delivery.	Oce, Kimula	10/1/2015	Leadership team notes will reflect that teachers instructional delivery is aligned to collaborative planning.	12/18/2015 daily
G1.B3.S1.MA1	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Oce, Kimula	10/1/2015	Classroom Walkthroughs	12/18/2015 weekly
G1.B4.S1.MA1	Administrative walk-throughs and debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps.	Oce, Kimula	10/1/2015	Administrative walk-through notes. Debrief and next steps.	12/18/2015 weekly
G1.B4.S1.MA1	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Oce, Kimula	10/1/2015	Administrative walk-through notes.	12/18/2015 weekly
G1.B5.S1.MA1	The data of students with chronic behavior issues will be reviewed.	Oce, Kimula	10/1/2015	Counseling logs, Case management reports	1/22/2016 biweekly
G1.B5.S1.MA3	The number of students participating in monthly incentives will be calculated each month.	Oce, Kimula	10/1/2015	Monthly charts	1/22/2016 monthly
G1.B5.S1.MA1	Monthly PBS meeting will be conducted to review the program and make any necessary changes.	Sparrow, Carmella	10/1/2015	Agendas, sign-in sheets	1/22/2016 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 Literacy - Explicit planning with a focus on academic progression.

G1.B1.S1 Standard driven collaborative planning that will result in the development of aligned daily learning targets to enable explicit instruction.

PD Opportunity 1

Provide professional development on unpacking the standards, developing daily learning targets and aligned end products.

Facilitator

Alyson Somers, Literacy Coach

Participants

ELA Teachers K-8

Schedule

On 9/23/2015

G1.B3 Science - Inconsistencies of time management for prioritized skills and pacing of lessons.

G1.B3.S1 Collaborative planning focused on prioritizing skills and pacing of lessons with follow through during instructional delivery aligned to the NGSSS.

PD Opportunity 1

Job-embedded PD on unwrapping the standards with targeted teachers in order to effectively align instructional delivery with FCAT item specs, NGSSS, and science resources.

Facilitator

Matthew Knight, Science Coach Leasha Hill, CSS

Participants

Science Teachers

Schedule

On 10/16/2015

PD Opportunity 2

Job-embedded PD for targeted teachers on the use of the pre-planning sheet prior to collaborative planning.

Facilitator

Matthew Knight, Science Coach Leasha Hill, CSS

Participants

Science Teachers

Schedule

On 10/16/2015

G1.B5 Student Services/Early Warning Signs - Undesirable behaviors in the classroom

G1.B5.S1 The Success Coach and PBS Team will work together to provide counseling sessions for the students identified by teachers. The PBS Team will provide monthly incentives for positive behaviors.

PD Opportunity 1

Implementation of the PBS Program

Facilitator

Mark Wilder, PBS Coach

Participants

Classroom Teachers K-8 and Special Area Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development on unpacking the standards, developing daily learning targets and aligned end products.	\$0.00
2	G1.B1.S1.A2	Begin collaborative planning sessions by reviewing unpacked standards and daily learning targets to gauge development of daily instructional plans.	\$0.00
3	G1.B1.S1.A3	Administration will participate in collaborative planning sessions.	\$0.00
4	G1.B1.S1.A4	Develop an English Language Arts framework for whole group, differentiated instruction, and genre writing.	\$0.00
5	G1.B1.S1.A5	Designate a planning session specific to genre writing.	\$0.00
6	G1.B1.S1.A6	Classroom visitations and walkthroughs will be conducted to ensure effective implementation of strategies.	\$0.00
7	G1.B1.S1.A7	Based on observations made during classroom visitations and walkthroughs, professional development will be provided to meet specific needs.	\$0.00
8	G1.B2.S1.A1	Review/introduce the unwrapping of standards process during grade level collaborative planning sessions.	\$0.00
9	G1.B2.S1.A2	Conduct ongoing grade level/vertical planning collaborative meetings that focus on the unwrapping the standards, identifying prerequisite skills, and specific strategies needed to embed prerequisite skills Intro and I Do portion of lesson.	\$0.00
10	G1.B2.S1.A3	Develop standards-based lesson plans with prerequisite skills embedded into the Intro and I Do portion of the lesson.	\$0.00
11	G1.B2.S1.A4	Model (classroom/collaborative planning) effective standards-based instruction with a focus on embedding prerequisite skills in the Intro and I Do portion of the lesson.	\$0.00
12	G1.B2.S1.A5	Initiate Coaching Cycles on standards-based instruction with a focus on embedding prerequisite skills in the Intro and I Do portion of the lesson.	\$0.00
13	G1.B2.S1.A6	Conduct ongoing classroom walkthroughs to monitor effective standards-based instruction aligned to the planned lessons.	\$0.00
14	G1.B3.S1.A1	Job-embedded PD on unwrapping the standards with targeted teachers in order to effectively align instructional delivery with FCAT item specs, NGSSS, and science resources.	\$0.00
15	G1.B3.S1.A2	Job-embedded PD for targeted teachers on the use of the pre-planning sheet prior to collaborative planning.	\$0.00
16	G1.B3.S1.A3	Coaching cycle with targeted teacher on minimizing time spent on the "I do" portion of the lesson in order to increase time for student collaboration and guided practice.	\$0.00
17	G1.B3.S1.A4	Up-to-date assessment data will be used to create instructional focus calendars to target secondary benchmarks through bell ringers.	\$0.00

Budget Data

18	G1.B3.S1.A5	Coaching cycle with targeted teacher on the utilization of instructional frameworks to guide instructional delivery.	\$0.00
19	G1.B3.S1.A6	Leadership team is conduct walkthroughs to support alignment of collaborative planning and instructional delivery.	\$0.00
20	G1.B4.S1.A1	Assistant Principal over Social Studies, Literacy Coach and teachers will be provided with instructional resource materials that include NGSSS-SS Item Specifications (World History, Civics, US History), LAFS-SS (Reading-RH and Writing WHST), the LAFS unpacking template for the Florida Standards and Florida Standards Writing rubric (Argumentation and Informational).	\$0.00
21	G1.B4.S1.A2	Plan for common planning with Literacy Coach to generate an itemized agenda that includes definitive outcomes and next steps. Materials used will be the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM).	\$0.00
22	G1.B4.S1.A3	Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.	\$0.00
23	G1.B4.S1.A4	Implementation of lesson plans created through collaborative planning.	\$0.00
24	G1.B4.S1.A5	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	\$0.00
25	G1.B4.S1.A6	Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps.	\$0.00
26	G1.B5.S1.A1	Implementation of the PBS Program	\$0.00
27	G1.B5.S1.A2	Implementation of a positive recognition program for students	\$0.00
28	G1.B5.S1.A3	Monitor behavior of students with chronic behavioral issues	\$0.00
29	G1.B5.S1.A4	Group/Individual Counseling for EWI students	\$0.00
Total:			\$0.00