

Mandarin Lakes K 8 Academy

12225 SW 280TH ST, Homestead, FL 33032

<http://mandarinlakesacademy.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	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
Priority	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 mission of Mandarin Lakes K-8 Academy is to create a stage for learning that enhances our students' education by creating a safe, optimistic and nurturing environment. Cultural diversity and individual differences are celebrated by respecting our students, parents and teachers. Together, we will maximize each student's potential in order to promote life-long learning and success.

Provide the school's vision statement

To create a safe, nurturing and academically enriched school where all children are treated as our own and excellence is the norm.

School Environment

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

Mandarin Lakes is committed to spark intellectual curiosity and to create life-long learners in today's generation, by preparing them to succeed in an international world. The faculty and staff at Mandarin Lakes K-8 Academy are dedicated to creating a safe, caring and nurturing environment, that facilitates growth and learning. Together, all staff works to promote active citizenship, self-sustainability and cross-cultural awareness and respect, in order to develop responsible, well-rounded, and civic minded citizens. As a Dual Language Academy, which includes programs in Mandarin Chinese and Spanish, Dual Language teachers provide a rich, content based curriculum that enhances the traditional learning environment.

Mandarin Lakes K-8 Academy also offers a Business and Communications Academy which focuses on creating digital literacy, providing students with the ability to effectively and critically navigate and create information using a range of computer technologies. Throughout the school year, students receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Teachers and students alike participate in many different activities throughout the year such as: Hispanic Heritage Month, Walk Safe, Say No To Drugs, Career Day, Science Fair, Black History Month, Performing Arts field trips, Anti-bullying and Character Education.

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

Mandarin Lakes is committed to providing a safe learning environment. At the beginning of the school year, expectations and school rules are shared with all students during grade level student assemblies. Administrators, counselors, coaches, security personnel, and the Community Involvement Specialists are introduced to the students. All students are encouraged to speak to any school personnel should they encounter any kind of problem at any time.

Before school starts, all students report to the cafeteria for breakfast where they are greeted and supervised by staff members. After breakfast, students are supervised by staff members in designated areas. Once students report to their classrooms, the core values are reviewed as part of the Values Matter District initiative daily during morning announcements.

During the school day, students are encouraged to model excellent behavior. In addition, counselors provide individual and group counseling services to meet the developmental, preventive, and remedial needs of students.

After school, all school personnel assist in the safe dismissal of students. All students report to a

designated area where they are supervised by staff members. After school activities, such as sports and tutoring services are offered to students.

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 Miami-Dade County Public School Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities.

All of the teachers follow a school-wide progressive discipline plan. Teachers have clearly defined classrooms rules and consequences. Administration implements the steps outlined in the progressive discipline plan and adheres to the MDCPS Code of Student Conduct. Students and staff foster mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. Teachers are trained to ensure that progressive discipline is applied with established protocols for all disciplinary incidents.

Clear behavioral expectations are shared with all students via quarterly assemblies, school-wide signs such as the "Maverick Expectation Wall", parent meetings, Connect-Ed messages, Android/iPhone School App, and morning announcements. Staff training and follow-up classroom management support is provided to all staff throughout the year, as needed.

Mandarin Lakes K-8 Academy will continue to implement a school-wide incentive program that rewards model student behavior. This program will be spearheaded by the Discipline Committee comprised of administrators, counselor, and teachers.

Opportunities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Core Value of the month through the District's Values Matter Campaign. Activities include, but are not limited to Character Education lessons, school-wide morning announcements, awarding certificates to students as we celebrate student's model behavior, and Spot Success recognition awards for both teachers and students.

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

School Counselors provide all students growth in four areas of skill development: academic, personal/social, career/community awareness and health. In each of these areas, standards have been identified with related educational level benchmarks.

Academic Development

In the area of academic development, the student is taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.

- Applying effective study skills
- Developing test taking skills
- Learning effectively
- Setting short-term and long-term goals and objectives
- Developing transitional skills

Personal/Social Development

In the area of personal/social development, the student is encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas. The student will also be directed to develop skills associated with peer and adult relationships leading to positive self concept and self confidence. Components in this area include:

- Developing positive attitudes
- Developing relationship skills
- Gaining responsibility
- Gaining self awareness

- Making effective decisions
- Managing conflicts
- Respecting others
- Understanding the harmful effects of illegal and harmful substances

Career/Community Awareness

In the area of career/community awareness, the student is assisted in understanding the world of work and his/her responsibility to society and the community. Students increase career awareness, career exploration, and the use of personal skills, interests, and abilities in planning for future education and searching for a job. Students explore the needs of their school and local community and learn the importance of volunteerism. Components in this area of development include:

- Analyzing skills and interests
- Selecting a career interest
- Planning for the future
- Educational and postsecondary planning
- Understanding community service
- Participating in volunteer and community activities

Health and Wellness

In the area of health and wellness, the student is taught to understand the value of developing habits and behaviors that promote healthy lifestyles. Students increase their awareness of preventive care, the importance of healthy lifestyles, and the benefits of making daily decisions that lead to personal safety and good health. Components in this area of development include:

- Understanding the concepts of health and wellness
- Recognizing the benefits of disease prevention
- Understanding risk factors related to disease
- Reducing health risks
- Maintaining good personal hygiene and habits

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

We will monitor the progress of students working academically below that of their peers utilizing the Thinkgate Management System, iReady Assessment and Growth Monitoring Tool, District Principal Portal Reports, Florida Comprehensive Assessment 2.0t (FCAT 2.0) reports, Florida Standards Assessment (FSA) and Student Performance Indicators (SPI). To identify students who may need additional intervention, data from COGNOS, which includes students' school attendance history, Student Case Management System, teacher / parent referrals, and indoor suspensions reports will be utilized to summarize tiered data.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Attendance below 90 percent	39	41	48	52	27	25	37	24	23	316	
One or more suspensions	12	6	17	29	23	26	18	14	12	157	
Course failure in ELA or Math	14	14	18	34	22	3	12	7	5	129	
Level 1 on statewide assessment	13	22	43	0	35	65	10	71	71	330	

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	6	7	8	
Students exhibiting two or more indicators	15	17	27	15	35	28	8	49	48	242

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

Mandarin Lakes K-8 Academy Leadership Team continually developing and maintaining a problem solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. The team will meet once a week to conduct the following activities: Review student/teacher observations findings as well as data from reading, mathematics, writing, and science assessments. The team will link to instructional decisions; review the data by grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will closely monitor fidelity to the intervention and enrichment programs. Based on the above information, the team will identify professional development and resources needed to aide students in achieving mastery. The leadership team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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/197478>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school will involve the local community through several organized meetings to include but not limited to PTSA meetings and EESAC meetings to develop a partnership of support for our students.

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
Collman, Cadian	Principal
Tamayo, Isabel	Assistant Principal
St. Aubin, Matthew	Assistant Principal
Romero, Aliany	Instructional Coach
Porras, Jose	Instructional Coach
Gibson, Anita	Instructional Coach
Kantner, Christi	Teacher, ESE
Pena, Massiel	Guidance Counselor
Bello, Alyna	Psychologist
Negrin, Patricia	Other
Casal, Daniel	Other
Perez, Adelaida	Guidance Counselor

Duties

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

The Principal, will provide a common vision for the use of data-based decision-making, ensure that the school based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- The Exceptional Education Chairperson, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.
- The Math Coach, will provide professional development as it relates to differentiated instruction and use of manipulatives in Mathematics.
- The Reading Coaches, will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student 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 to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and instruction.
- The School Psychologist, will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation;

facilitate data-based decision making activities.

- The Speech Language Pathologist, will educate the team of teachers in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.
- The School Counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- The School Social Worker, will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors 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 we 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? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Mandarin Lakes K-8 Academy provides services to ensure students requiring additional remediation are assisted through after-school programs, Saturday School, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; (Title CHES); Saturday Tutoring Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Mandarin Lakes K-8 Academy provides services and support to migrant students and parents. Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e, FSA/FCAT 2.0 Informational Meeting) are provided by the Principal, Assistant Principals, the reading coaches, and the Lead Teacher at the South Dade Agricultural Camp. Teachers provide Saturday tutoring services to migrant students at the camp. 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. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

Title I, Part D

Mandarin Lakes K-8 Academy provides training and substitute release time for Professional Development Liaisons (PDL) to focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title II

Mandarin Lakes K-8 Academy uses supplemental funds provided by the District 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

Title III

Mandarin Lakes K-8 Academy will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing an after school tutorial program and software for the development of language and literacy skills in reading.

Title X- Homeless

Mandarin Lakes K-8 Academy's Homeless Liaison provides training for the school registrar on the procedures for 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. Mandarin Lakes K-8 Academy will cooperate with the liaison from Community Partnership for the Homeless agency to provide tutoring services and parent informational meetings to the homeless students the school services.

Supplemental Academic Instruction (SAI)

Mandarin Lakes K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Mandarin Lakes K-8 Academy will provide teacher/student and administration/student conflict resolution interventions, character education, and peer mediation to foster positive behavior, improve attendance, and lower suspension rates.

Nutrition Programs

- 1) Mandarin Lakes K-8 Academy 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.

Career and Technical Education

Mandarin Lakes K-8 Academy will provide Career and Technical Education through elective courses offered to the Upper Academy Students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cadian Collman	Principal
Tomas Sanchez	Teacher
Vicki Levin	Teacher
Sue Carvajal	Teacher
Rhea Lee	Teacher
Sharon Smith	Teacher
Anita Gibson	Teacher
Jazmina Herradora	Education Support Employee
Maria Castro	Parent
Tomisha Farrington	Parent
Shanetta Bethel	Parent
Albert Lewis	Parent
Eva Leal	Parent
Tere Wong	Business/Community
Sharon Haxton	Business/Community
Kevin Moore	Student
Shawn Mayweather	Business/Community
Marilyn Drinks	Teacher
Kristina Smith	Teacher
Tom Sanchez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan is reviewed monthly during the Educational Excellence Advisory Council (EESAC) meetings. During the first meeting, the committee reviewed the data to determine the effectiveness of the strategies implemented during the 2015-2016 school year. It was determined that the strategies were appropriate.

Development of this school improvement plan

The development of the School Improvement Plan involved all stakeholders present during the Educational Excellence Advisory Council (EESAC) meeting at the beginning of the 2015-2016 school year. Goals to be addressed included core academic areas, parental involvement, early warning systems and STEM. Every month, data will be reviewed to ensure there is adequate progress towards meeting the SIP goals and revisions will be made as needed.

Preparation of the school's annual budget and plan

This year, the Educational Excellence Advisory Council budget was \$5,287.00. The committee determined and approved that \$2,999.00 would be allocated towards student incentives. Additional proposals will be submitted at the October 13, 2015 EESAC meeting.

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

The Educational Excellence Advisory Council (EESAC) funds were allocated as follows:
 \$2999.00 Incentives
 \$1000.00 Printer Drums
 \$180.00 Spanish Teacher's training
 \$1600.00 Office Supplies

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
Collman, Cadian	Principal
Tamayo, Isabel	Assistant Principal
Romero, Aliany	Instructional Coach
Bustillo, Myrna	Teacher, K-12
Pennacchio, Glenny	Teacher, K-12
Porras, Jose	Instructional Coach
Gibson, Anita	Instructional Coach
Smith, Sharon	Teacher, K-12
Llama, Michelle	Teacher, K-12
Travaline, Melissa	Teacher, K-12
De La Guardia, Sandy	Teacher, K-12
Duties	

Describe how the LLT promotes literacy within the school

The initiative of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet monthly throughout the school year. The Literacy Leadership Teams will encourage and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. In addition, will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public and Collaborative Teaching

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

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

Teachers participate in common planning sessions weekly by subject area to work collaboratively during common planning to create lesson plans using backward planning that include unwrapping the standard and all components of Gradual Release of Responsibility Model (GRRM).

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

The administrative team will recruit and retain highly qualified teachers by:

1. Continue to provide year round professional development to enhance the meaningful pedagogical strategies of the teachers.
2. Partner new teachers with veteran teachers for support and modeling in the classroom.
3. Utilize the Lesson Study Cycle to support instructional practices.
4. Establish Professional Learning Communities.

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

Mandarin Lakes K-8 Academy participates in the Mentoring and Induction for New Teachers (MINT) program. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. The principal assigns a site-based mentor to teachers new to the profession and assign a buddy teacher to new teachers with fewer than three years of teaching experience. MINT mentors meet the following criteria:

Have at least three years of successful teaching experience;

- Hold/possess a valid regular teaching certificate;
- Hold certification at the same grade level or in the same subject area as the new teacher. Mentor selection should be based on grade level and subject area vacancies projected for the school during the 2015-2016 school year;
- Have track record of improving student achievement and expertise in accessing data resources ; and
- Use data to analyze instruction.

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

Teachers are provided with several documents to ensure that instructional programs and materials are aligned to the Florida Standards. These materials include the Item Specifications, Florida Standards Question Task Cards, and District Pacing Guide. Each week, teachers participate in common planning sessions where instructional coaches unwrap the standards. Unwrapping a standard reveals the knowledge and skills that will be required of students, and of teachers, to effectively learn and teach a particular skill. The process makes the learning objectives manageable for teachers and the learning goals clear for students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Leadership Team meets on a weekly basis to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan (SIP). During meetings, data is analyzed to identify strengths and weaknesses in all grade levels by subject area. District Baseline, FAIR, and Topic Assessment data is disaggregated and shared with teachers. During common planning, teachers utilize data to plan differentiated instruction lessons to meet the individual needs of the 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: 1,560

After-school ELL tutoring will be provided twice a week in reading for remediation.

Strategy Rationale

Title III funds are awarded to the school to provide supplemental tutoring to ELL students. The program has been initiated to provide assistance in reading/writing, as well as, in the content areas, i.e., mathematics and science. Tutorials in the content areas are designed to provide, in a language other than English, selected basic skills and concepts which are generally offered in English.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Collman, Cadian , pr0073@dadeschools.net

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

Strategy: After School Program

Minutes added to school year: 1,560

After-school activities will be provided to immigrant students to offer enrichment and promote a well rounded education.

Strategy Rationale

Title III funds are awarded to the school to provide supplemental tutoring to immigrant students. The program has been initiated to provide assistance in reading/writing, as well as, in the content areas, i.e., mathematics and science. Tutorials in the content areas are designed to provide, in a language other than English, selected basic skills and concepts which are generally offered in English.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Collman, Cadian , pr0073@dadeschools.net

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

Student Transition and Readiness

PreK-12 Transition

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

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

The school offers parent meetings that allow for dissemination of information both in- house and off campus (South Dade Agricultural Camp and Homeless Assistance Center) regarding beginning Kindergarten, the philosophy of the school, and the programs offered. In order to ensure that appropriate skills are being taught that will prepare students for Kindergarten, quarterly meetings are conducted with staff from preschools in the area for the purpose of articulating readiness expectations. Incoming Kindergarten students are screened in order to assess readiness for Kindergarten. Data gleaned from pre-assessment is utilized to create intervention groups.

College and Career Readiness

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

N/A

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

N/A

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

Mandarin Lakes K-8 Academy also offers a Business and Communications Academy which focuses on creating digital literacy, providing students with the ability to effectively and critically navigate and create information using a range of computer technologies. Throughout the school year, students receive a variety of culturally based programs and activities that enhance their learning experiences and overall development.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Mandarin Lakes K-8 Academy provides effective job-embedded PD in backwards planning, support its implementation and monitor its effectiveness, then core instruction in all content areas will improve and increase student achievement.

- G2.** If Mandarin Lakes K-8 Academy implements the Values Matter District Initiative and increases the students' knowledge on core values, then student behavior will improve and suspensions will be eliminated.

- G3.** If we increase STEM related hands on labs, then we will increase student achievement on the 2015-2016 FCAT 2.0 by 9 percentage points from 36% to 45%.

- G4.** If Mandarin Lakes K-8 Academy closely monitors attendance through an Attendance Review Committee, then student absences and tardies will decrease impacting student achievement.

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. If Mandarin Lakes K-8 Academy provides effective job-embedded PD in backwards planning, support its implementation and monitor its effectiveness, then core instruction in all content areas will improve and increase student achievement. **1a**

 G074013

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	58.0
FCAT 2.0 Science Proficiency	35.0
AMO Math - All Students	63.0

Resources Available to Support the Goal **2**

- Language Arts Florida Standards, Item Specifications, Planning Cards, Daily Learning Targets, McGraw Hill Wonders, McGraw Hill WonderWorks, MacDougall Littel, Read180, System 44, Inside, Go Math Textbooks, CER Bellringers, Computer (iReady), Scheduled Planning times K-5, Pacing Guides, FCAT 2.0 Item Specifications, Scope and Sequence, Essential Labs, Bellringers, Gizmos, Discovery

Targeted Barriers to Achieving the Goal **3**

- There is limited experience with effective planning and alignment of resources which impacts instructional delivery and efficiency.

Plan to Monitor Progress Toward G1. **8**

Data Analysis and Teacher/Admin- Teacher/Student Data Chats will take place after each District Assessment.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Baseline Assessments Student work samples Topic Assessments Quarterly Assessments District Interim Assessments

G2. If Mandarin Lakes K-8 Academy implements the Values Matter District Initiative and increases the students' knowledge on core values, then student behavior will improve and suspensions will be eliminated.

1a

G074014

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	0.0

Resources Available to Support the Goal 2

- Values Matter Core Values, Consecutive Days of Good Behavior Competitions and incentives, Counselors, Non-Violence Project (NVP), Classroom Presentations, Incentives. Gang Resistance Education And Training (G.R.E.A.T.) Program

Targeted Barriers to Achieving the Goal 3

- There was a lack of incentives to motivate students to behave properly.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor the implementation of the School-wide Progressive Discipline Plan and ensure incentives are implemented in a timely manner.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Elimination of Suspensions and decrease in Behavior Referrals

G3. If we increase STEM related hands on labs, then we will increase student achievement on the 2015-2016 FCAT 2.0 by 9 percentage points from 36% to 45%. 1a

G074015

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Project Based Learning, Inquiry Based Learning, District Pacing Guide, FSA Standards, FCAT Explorer, Common Planning, Essential Labs, and Field Trips

Targeted Barriers to Achieving the Goal 3

- Lack of STEM based activities.

Plan to Monitor Progress Toward G3. 8

Review and analyze data

Person Responsible

Cadian Collman

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Increase in student performance data

G4. If Mandarin Lakes K-8 Academy closely monitors attendance through an Attendance Review Committee, then student absences and tardies will decrease impacting student achievement. 1a

G074016

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
FCAT 2.0 Science Proficiency	45.0
AMO Math - All Students	63.0

Resources Available to Support the Goal 2

- Attendance Review Committee, Community Involvement Specialist, Attendance Reports

Targeted Barriers to Achieving the Goal 3

- There were a total of 316 students whose attendance was below 90%.

Plan to Monitor Progress Toward G4. 8

During EESAC and Faculty Meetings, members will review attendance data to monitor and revise plan as needed.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/10/2015 to 6/8/2016

Evidence of Completion

EESAC Meeting Agendas and Minutes, Faculty Meeting Agendas

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. If Mandarin Lakes K-8 Academy provides effective job-embedded PD in backwards planning, support its implementation and monitor its effectiveness, then core instruction in all content areas will improve and increase student achievement. **1**

 G074013

G1.B1 There is limited experience with effective planning and alignment of resources which impacts instructional delivery and efficiency. **2**

 B193265

G1.B1.S1 Consistently facilitating collaborative planning sessions to ensure the proper alignment of resources, strategies, and content to improve instructional practice. **4**

 S204777

Strategy Rationale

Lack of effective planning

Action Step 1 **5**

Effective Planning Professional Development

Person Responsible

Cadian Collman

Schedule

On 11/12/2015

Evidence of Completion

Professional Development Agenda, Resources Provided such as PowerPoint Presentation, Handouts.

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

Administrative team participates in common planning sessions.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Emails, PD Agendas, PowerPoint Presentations, Common Planning Agendas, Lesson Plans

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

Administrators will consistently conduct classroom walk-throughs, and debrief with instructional coaches to determine next steps.

Person Responsible

Cadian Collman

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Note-Taking/Note-Making Documents, Student Assessment Data

G2. If Mandarin Lakes K-8 Academy implements the Values Matter District Initiative and increases the students' knowledge on core values, then student behavior will improve and suspensions will be eliminated. 1

G074014

G2.B1 There was a lack of incentives to motivate students to behave properly. 2

B193266

G2.B1.S1 Develop a School-Wide Discipline Plan that incorporates core values and rewards positive behavior. 4

S204778

Strategy Rationale

By incorporating core values into daily activities, students will have clear behavior expectations.

Action Step 1 5

The Discipline Committee will meet to develop and review a Progressive School-Wide Discipline Plan that includes core values and determine school-wide incentives.

Person Responsible

Massiel Pena

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Discipline Committee Meeting Agenda, PowerPoint Presentation

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

The Discipline Committee will meet monthly to determine effectiveness of the plan.

Person Responsible

Matthew St. Aubin

Schedule

Monthly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Discipline Committee Meeting Agendas, Emails

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

The Discipline Committee will review suspension report data monthly.

Person Responsible

Matthew St. Aubin

Schedule

Monthly, from 9/29/2015 to 5/27/2016


Evidence of Completion

Suspension Reports

G3. If we increase STEM related hands on labs, then we will increase student achievement on the 2015-2016 FCAT 2.0 by 9 percentage points from 36% to 45%. 1

 G074015

G3.B1 Lack of STEM based activities. 2

 B193267

G3.B1.S1 Provide students with opportunities to practice more complex and rigorous performance tasks that foster creativity and higher order thinking. 4

 S204779

Strategy Rationale

By providing additional STEM activities, there will be an increase in critical thinking skills and overall student achievement.

Action Step 1 5

Increase rigor, relevance, and opportunities for STEM activities.

Person Responsible

Cadian Collman

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans Classroom Walk-through data Increase student participation in Essential Labs Application of Field Trip opportunities aligned to Standards (Projects, Assessments, Authentic Student Work)

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

Conduct classroom walk-throughs during Science and Math instruction.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Student collaboration, student accountable talk, interactive journals and lab reports

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

Review and analyze data

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Increase in student performance data

G4. If Mandarin Lakes K-8 Academy closely monitors attendance through an Attendance Review Committee, then student absences and tardies will decrease impacting student achievement. 1

G074016

G4.B1 There were a total of 316 students whose attendance was below 90%. 2

B193268

G4.B1.S1 Conduct Attendance Review Committee meetings bi-weekly to monitor student attendance.

4

S204780

Strategy Rationale

By monitoring student attendance through an Attendance Review Committee, student attendance will increase.

Action Step 1 5

Home Visits by Community Involvement Specialist and Principal will be conducted for students with three or more absences.

Person Responsible

Cadian Collman

Schedule

Weekly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Attendance Review Committee Agendas, Attendance Reports, Community Involvement Specialist Weekly Schedule

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

Administrators will to review Attendance Reports and monitor attendance.

Person Responsible

Cadian Collman

Schedule

Biweekly, from 8/31/2015 to 8/31/2015

Evidence of Completion

Correspondence, Leadership Team Meeting Agendas, Parent Sign-In Sheets

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

During EESAC Meetings, members will review comparative data in comparison to the 2013-2014 parent meeting attendance rosters.

Person Responsible

Cadian Collman

Schedule

Monthly, from 10/14/2014 to 5/12/2015

Evidence of Completion

EESAC Meeting Minutes, Data Reports

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	Effective Planning Professional Development	Collman, Cadian	9/2/2015	Professional Development Agenda, Resources Provided such as PowerPoint Presentation, Handouts.	11/12/2015 one-time
G2.B1.S1.A1	The Discipline Committee will meet to develop and review a Progressive School-Wide Discipline Plan that includes core values and determine school-wide incentives.	Pena, Massiel	8/24/2015	Discipline Committee Meeting Agenda, PowerPoint Presentation	6/10/2016 monthly
G3.B1.S1.A1	Increase rigor, relevance, and opportunities for STEM activities.	Collman, Cadian	8/24/2015	Lesson Plans Classroom Walk-through data Increase student participation in Essential Labs Application of Field Trip opportunities aligned to Standards (Projects, Assessments, Authentic Student Work)	6/10/2016 monthly
G4.B1.S1.A1	Home Visits by Community Involvement Specialist and Principal will be conducted for students with three or more absences.	Collman, Cadian	8/10/2015	Attendance Review Committee Agendas, Attendance Reports, Community Involvement Specialist Weekly Schedule	6/10/2016 weekly
G1.MA1	Data Analysis and Teacher/Admin-Teacher/Student Data Chats will take place after each District Assessment.	Collman, Cadian	9/8/2015	Baseline Assessments Student work samples Topic Assessments Quarterly Assessments District Interim Assessments	5/27/2016 weekly
G1.B1.S1.MA1	Administrators will consistently conduct classroom walk-throughs, and debrief with instructional coaches to determine next steps.	Collman, Cadian	9/8/2015	Note-Taking/Note-Making Documents, Student Assessment Data	5/27/2016 daily
G1.B1.S1.MA1	Administrative team participates in common planning sessions.	Collman, Cadian	9/8/2015	Emails, PD Agendas, PowerPoint Presentations, Common Planning Agendas, Lesson Plans	5/27/2016 weekly
G2.MA1	The Leadership Team will monitor the implementation of the School-wide Progressive Discipline Plan and ensure incentives are implemented in a timely manner.	Collman, Cadian	9/29/2015	Elimination of Suspensions and decrease in Behavior Referrals	5/27/2016 weekly
G2.B1.S1.MA1	The Discipline Committee will review suspension report data monthly.	St. Aubin, Matthew	9/29/2015	Suspension Reports	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The Discipline Committee will meet monthly to determine effectiveness of the plan.	St. Aubin, Matthew	9/29/2015	Discipline Committee Meeting Agendas, Emails	5/27/2016 monthly
G3.MA1	Review and analyze data	Collman, Cadian	8/24/2015	Increase in student performance data	6/10/2016 quarterly
G3.B1.S1.MA1	Review and analyze data	Collman, Cadian	9/28/2015	Increase in student performance data	5/27/2016 monthly
G3.B1.S1.MA1	Conduct classroom walk-throughs during Science and Math instruction.	Collman, Cadian	9/21/2015	Student collaboration, student accountable talk, interactive journals and lab reports	5/27/2016 weekly
G4.MA1	During EESAC and Faculty Meetings, members will review attendance data to monitor and revise plan as needed.	Collman, Cadian	9/10/2015	EESAC Meeting Agendas and Minutes, Faculty Meeting Agendas	6/8/2016 monthly
G4.B1.S1.MA1	During EESAC Meetings, members will review comparative data in comparison to the 2013-2014 parent meeting attendance rosters.	Collman, Cadian	10/14/2014	EESAC Meeting Minutes, Data Reports	5/12/2015 monthly
G4.B1.S1.MA1	Administrators will to review Attendance Reports and monitor attendance.	Collman, Cadian	8/31/2015	Correspondence, Leadership Team Meeting Agendas, Parent Sign-In Sheets	8/31/2015 biweekly

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. If Mandarin Lakes K-8 Academy provides effective job-embedded PD in backwards planning, support its implementation and monitor its effectiveness, then core instruction in all content areas will improve and increase student achievement.

G1.B1 There is limited experience with effective planning and alignment of resources which impacts instructional delivery and efficiency.

G1.B1.S1 Consistently facilitating collaborative planning sessions to ensure the proper alignment of resources, strategies, and content to improve instructional practice.

PD Opportunity 1

Effective Planning Professional Development

Facilitator

Curriculum Support Specialists and Instructional Coaches

Participants

All teachers

Schedule

On 11/12/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Effective Planning Professional Development				\$0.00
2	G2.B1.S1.A1	The Discipline Committee will meet to develop and review a Progressive School-Wide Discipline Plan that includes core values and determine school-wide incentives.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0073 - Mandarin Lakes K 8 Academy	School Improvement Funds		\$500.00
3	G3.B1.S1.A1	Increase rigor, relevance, and opportunities for STEM activities.				\$0.00
4	G4.B1.S1.A1	Home Visits by Community Involvement Specialist and Principal will be conducted for students with three or more absences.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0073 - Mandarin Lakes K 8 Academy	School Improvement Funds		\$500.00
Total:						\$1,000.00