

Broward County Public Schools

Miramar Elementary School



2015-16 School Improvement Plan

Miramar Elementary School

6831 SW 26TH ST, Miramar, FL 33023

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Broward 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

Miramar Elementary School is dedicated to providing a safe and secure learning environment that empowers and equips each learner to excel academically through a rigorous curriculum.

Provide the school's vision statement

The vision of Miramar Elementary School is to maintain high academic standards all the time without fail, and to equip all students with the necessary tools so that they can become life-long learners and productive citizens.

School Environment

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

All staff members are encouraged to build relationships with all of our stakeholders, and we pride ourselves on the relationships that we have built with our community. All teachers during the first two weeks of the school year call all of their families, to initially establish a positive relationship with them. Teachers then develop positive relationships with their students using one of Hattie's High Effect Strategies, effective feedback to "connect" with their students. This is an ongoing process but all staff members in our building continue to foster positive relationships with our students.

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

Staff members are highly visible before and after school ensuring that our students are supervised and our campus is safe and secure. Teachers continuously talk to their students about conducting themselves appropriately, and the perils of bullying and how students can be pro-active in preventing these types of occurrences. Administration and Support Staff members also visit classrooms engaging in ongoing dialogue with our students about these very same topics. School-wide we take a comprehensive approach to ensure that our students are safe and informed about everything on our campus. Our students know to and feel at ease reaching out to staff members if they need help in any circumstance.

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

All classroom teachers must have a behavior management program within their class which includes interventions along with incentives for our students. These plans are reviewed by the leadership team, and our Behavior Specialist provides teachers with support to effectively implement their plans. These plans are monitored quarterly for effectiveness, and teachers are provided PD if needed. Conduct expectations are also reviewed quarterly with our students by administration to ensure that we provide our students with a unified front in regards to behavior. Miramar Elementary has established SMART schoolwide rules. The SMART rules are:
Speak in a proper voice
Move quietly and properly

Always do your best
 Respect self and others
 Think before you act

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school guidance counselor provides counseling for all students when needed. She's very involved and works hand in hand with our classroom teachers to provide resources, classroom presentations, small group and one on one counseling. Parents and other stake holders are also provided resources, training and support. We also have a mentoring program on our campus, where staff members work with select students to provide them with mentorship and guidance to foster healthy, social-emotional relationships.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We take pride in maintaining positive relationships between our staff, students and school community. We provide parents with resources through workshops, family nights, SAC, SAF & PTA meetings. Parents are also informed through the marquee, school bulletin boards and parent call outs. Individual student progress information is shared through, interim reports, parent conferences, IEP meetings and CPST meetings.

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

We meet with our local partners and invite them to various events, curriculum nights, ESOL events, harvest drives, etc. to ensure that they are involved with our families. Through these partnerships they sponsor various events to contribute towards our goal of increasing student achievement.

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
Schlissel, Joanne	Principal
	Assistant Principal
Rosales, Ingrid	Instructional Coach
Harriott, Nicole	Guidance Counselor
Jackson, Karmala	Other
Zannini, Stacey	Assistant Principal
Lothian, Eunice	Instructional Coach
Murillo, Sandra	Instructional Coach

Duties

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

Chief Decision Maker on our campus, Ms. Schlissel's job is to guide our school and make decisions that are in the best interest of our school, meet the needs of all stakeholders, and ensure that we reach all of our goals documented within our SIP plan. Staff's, students, support staff, and parents feedback is always welcomed.

Mrs. Zannini and support staff provides support and counsel to the principal and advises her on all decisions.

Both administrators and support staff provide teachers with instructional and curriculum support to enhance their teaching practice and as a result positively impact student achievement.

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 meets as a whole to solve an array of problems on our campus. Open dialogue occurs with everyone providing input on the current issues. Experts on pertinent topics usually lead the conversation with everyone else contributing their thoughts on the topic. We have weekly assigned meetings to address all school related concerns, yet additional meetings may be held to resolve other problems. The principal will assign a specific member the task of over seeing that project and they will provide the group with a status report regularly, until that task is complete. The people involved in these meetings are the Principal, Asst. Principal, Guidance Counselor, Reading Coach, Math Coach, Science Coach, Behavior Support, and ESE Specialist.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ms. Joanne Schlissel	Principal

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 SAC committee reviewed SIP plan and school data monthly during meetings to determine if action steps were appropriate to reaching our goal.

Development of this school improvement plan

Based on last years data, the SAC committee made suggestions that this years school improvement plan would place an emphasis on integrating literacy strategies in all core subject areas.. By using these literacy strategies, student achievement will increase in all subject areas. Teachers will be given the opportunity to attend professional development workshops on using literacy strategies as well as how to properly integrate them into the classroom.

Preparation of the school's annual budget and plan

The SAC committee provides invaluable information in regards to planning and setting the budget. They assist with identifying needs for the school and allocating the appropriate funds to support those various programs within the school to help support our goal of integrating literacy strategies in all core subjects. The SAC committee supports the need for professional staff development to help achieve our goal.

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

The school improvement funds last year were used to foster a relationship between school employees, parents, and students as well as provide resources for teachers to expand their knowledge and implement new ideas in their classrooms.

Team Leader Release (Coaching and Mentoring) -\$1,710.00

Writing Workshop grades 4 & 5- \$3,000.00

National Urban League Conference Registration- \$300

Substitutes for teachers participating in professional development-\$8,081

Salaries for teachers/leaders and stipends for teacher participants (\$15 per hour) for PD-\$6,600

Lucy Calkins Training materials-\$4,062
Thinking Maps training materials-\$3,935
Thinking Maps training (consultant)- \$2,400

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
Schlissel, Joanne	Principal
Harriott, Nicole	Guidance Counselor
Jackson, Karmala	Administrative Support
Rosales, Ingrid	Instructional Coach
Murillo, Sandra	Instructional Coach
Lothian, Eunice	Instructional Coach
Zannini, Stacey	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy by analyzing student data, planning together, participating in PLC's, staying up to date on current educational practices, research, and materials (Daily 5, Cafe, Guided Reading Instruction, Marcia Tate Strategies, Hattie's Effect Size) to disseminate to all instructional staff. The LLT also continuously reviews data for progress monitoring.

Public and Collaborative Teaching

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

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

We have monthly team leader meetings and weekly PLC's to work together, analyze data, plan for instruction and share best practices. We believe that purposeful and effective planning is the key to great instruction.

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

Effective Communication is a key component that we use in regards to this strategy. When it comes to recruiting, our current teachers are our best recruiters. They speak highly about our school and how pleased they are with the direction the school is moving in, so we never have a shortage of people wanting to join our family. We provide our staff with effective, relevant, researched based PD to improve their craft as professionals. We solicit the help of our "residential experts" to train their colleagues. When a need for particular PD arises we ensure that we provide that training to our staff members. All brand new teachers, new to the school, or new to the District are assign a NESS coach and participate in the

NESS program. The NESS Program helps support these teachers in all areas of curriculum, helps to acquaint them with district policies, and to ensure a positive environment to ensure success and retain employees.

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

We mentor new teachers to the profession and new teachers to our school through the NESS program. We pair them based on grade-level and personality. The mentor teachers guide the new teacher and are a point of reference for the mentee. The new teacher also receives support from their team leader, support staff, and other colleagues. Our job is to make sure that new teachers feel as comfortable as possible and provide them with all the necessary tools to be successful.

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

When creating or designing lessons teachers must use the Florida Standards. Team leaders submit their team's lesson plans to the leadership team for periodic review to ensure alignment with the Florida Standards.

The instructional materials that we use are those adopted by the district and aligned to the state standards.

Supplemental resources are researched based intervention programs and strategies, Using the Multi-Tiered System of Support as a guide.

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

We use a variety of data to help guide our instruction. Formative assessments are used to ensure students are meeting the learning goals. This immediate feedback helps us to modify our instruction as necessary and provide extra support to those students who still need assistance, while extending the activity for those children who are mastering the skill. We follow the district's progress monitoring plan, using letter names, sounds, and concepts of print for Kindergarten, FAIR-FS for 4th and 5th grade, and Rigby Running Records for 1st, 2nd and 3rd grades.

Summative assessments, informal inventories, authentic student work samples, and teacher observations are other means we use to acquire data.

Instruction is individualized using flexible groups to target specific skills or standards. Students having difficulty participate in intensive intervention and students who have mastered content participate in enrichment activities.

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: 45

This is an after-school program that provides targeted remediation and enrichment for students whom have been identified by their classroom teachers that need additional support.

Strategy Rationale

These students were identified based on a set criteria set-up by our leadership team.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harriott, Nicole, nicole.harriott@browardschools.com

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

Teachers will submit student data monthly to administration and we will progress monitor to ensure it's effectiveness, and make adjustments when necessary. Student data will be analyzed based on the individual student, class, and grade scores.

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

As we use the Florida State Standards to drive our instruction, teachers are also familiar with the previous and next grade level standards. Teachers and teams have opportunities for PLC's meetings to discuss and identify students (grade level) strengths and weaknesses. These reflection opportunities bring about changes that impact instruction and student achievement, as students progress from one grade level to the next.

For the Pre-K classes matriculation activities include kindergarten classroom visits at the end of the school year.

We schedule matriculating meetings for ESE students and offer opportunities for school tours. Kindergarten Round-up is an example of how we reach out to the community and support our incoming Kindergartners not only offering them pertinent school information, but provide parents with resources and strategies that they can begin to use to better prepare the children for school.

Future middle school students participate in presentations provided my magnet schools and go on a school visit to our feeder middle schools to ensure that their transition to a new school environment is as seamless as possible.

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

Fifth grade students have the opportunity to participate in the JBIZZ experience learning about different careers and what is available once they transition to the "real world."

School partners are visible at school functions and our community is invited to support their organizations.

Students understand the connection between school and business partnerships and how they relate to one another (Barnes & Nobles, Chilis, Sams). Through this relationship students are able catch a glimpse of the relevance between education and the career world.

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

The graphs above indicate a significant decrease of student proficiency in trends.

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.

Why have our students proficiency scores decreased as indicated by the trends?

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 teachers incorporate effective literacy strategies according to their grade levels, then students will be able to increase achievement in all core subject 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. If teachers incorporate effective literacy strategies according to their grade levels, then students will be able to increase achievement in all core subject areas. **1a**

G074633

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	76.0
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	60.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal **2**

- Funding (Title 1 and ELO dollars)
- In-house staff development
- Leadership Team/Support Staff
-
-

Targeted Barriers to Achieving the Goal **3**

- There is a need for more targeted training on how to implement effective strategies learned in professional development workshops.

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

collect and analyze data monthly from formative assessments and summative assessments. RIGBY scores, FAIR-FS scores, letter names/sounds and concepts of print scores.

Person Responsible

Joanne Schlissel

Schedule

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

Evidence of Completion

the results from the assessment data collection sheets

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 teachers incorporate effective literacy strategies according to their grade levels, then students will be able to increase achievement in all core subject areas. **1**

 G074633

G1.B1 There is a need for more targeted training on how to implement effective strategies learned in professional development workshops. **2**

 B194916

G1.B1.S1 Provide Professional Development, focusing on how to implement effective literacy strategies across all core subject areas. **4**

 S206509

Strategy Rationale

In an effort to increase student achievement, we need to provide teachers with the opportunity to learn proper implementation of these skills.

Action Step 1 **5**

Academic coaches will conduct walk throughs for each grade level to assess needs for teacher support in all academic areas.

Person Responsible

Ingrid Rosales

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

lesson plans and classroom checklists of non-negotiables.

Action Step 2 5

Provide a differentiated professional development based on the academic coaches walk throughs and completion of the checklists.

Person Responsible

Ingrid Rosales

Schedule

Monthly, from 9/29/2015 to 6/9/2016

Evidence of Completion

sign-in sheets at each professional development training.

Action Step 3 5

Teachers will implement effective strategies learned in the professional development trainings.

Person Responsible

Ingrid Rosales

Schedule

Daily, from 9/29/2015 to 6/9/2016

Evidence of Completion

submission of data from formative assessments and summatives assessments demonstrating academic gains in all subject areas.

Action Step 4 5

Academic coaches will conduct follow up walk throughs and one to one meetings with teachers to help assist in the implementation of the strategies and learning goals.

Person Responsible

Ingrid Rosales

Schedule

Every 3 Weeks, from 9/29/2015 to 6/9/2016

Evidence of Completion

classroom non-negotiable checklists, data sheets, and pre and post discussion notes.

Action Step 5 5

Administration will conduct observations and collect progress monitoring data.

Person Responsible

Sandra Murillo

Schedule

Quarterly, from 9/29/2015 to 5/20/2016

Evidence of Completion

I-observation and data submission

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

Administration and academic coaches will collect student work samples , conduct walk-throughs and collect progress monitoring data.

Person Responsible

Joanne Schlissel

Schedule

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

Evidence of Completion

Attendance, minutes, walk through data, observations, and data sheets.

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

Administration and academic coaches will collect student work samples , conduct walk-throughs and collect progress monitoring data.

Person Responsible

Stacey Zannini

Schedule

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

Evidence of Completion

Increases in performance data for teachers and students.

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	Academic coaches will conduct walk throughs for each grade level to assess needs for teacher support in all academic areas.	Rosales, Ingrid	9/8/2015	lesson plans and classroom checklists of non-negotiables.	5/31/2016 monthly
G1.B1.S1.A2	Provide a differentiated professional development based on the academic coaches walk throughs and completion of the checklists.	Rosales, Ingrid	9/29/2015	sign-in sheets at each professional development training.	6/9/2016 monthly
G1.B1.S1.A3	Teachers will implement effective strategies learned in the professional development trainings.	Rosales, Ingrid	9/29/2015	submission of data from formative assessments and summatives assessments demonstrating academic gains in all subject areas.	6/9/2016 daily
G1.B1.S1.A4	Academic coaches will conduct follow up walk throughs and one to one meetings with teachers to help assist in the implementation of the strategies and learning goals.	Rosales, Ingrid	9/29/2015	classroom non-negotiable checklists, data sheets, and pre and post discussion notes.	6/9/2016 every-3-weeks
G1.B1.S1.A5	Administration will conduct observations and collect progress monitoring data.	Murillo, Sandra	9/29/2015	I-observation and data submission	5/20/2016 quarterly
G1.MA1	collect and analyze data monthly from formative assessments and summative assesments. RIGBY scores, FAIR-FS scores, letter names/sounds and concepts of print scores.	Schlissel, Joanne	9/8/2015	the results from the assessment data collection sheets	6/9/2016 monthly
G1.B1.S1.MA1	Administration and academic coaches will collect student work samples , conduct walk-throughs and collect progress monitoring data.	Zannini, Stacey	9/8/2015	Increases in performance data for teachers and students.	6/9/2016 monthly
G1.B1.S1.MA1	Administration and academic coaches will collect student work samples , conduct walk-throughs and collect progress monitoring data.	Schlissel, Joanne	9/8/2015	Attendance, minutes, walk through data, observations, and data sheets.	6/9/2016 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. If teachers incorporate effective literacy strategies according to their grade levels, then students will be able to increase achievement in all core subject areas.

G1.B1 There is a need for more targeted training on how to implement effective strategies learned in professional development workshops.

G1.B1.S1 Provide Professional Development, focusing on how to implement effective literacy strategies across all core subject areas.

PD Opportunity 1

Provide a differentiated professional development based on the academic coaches walk throughs and completion of the checklists.

Facilitator

all academic coaches

Participants

all teachers

Schedule

Monthly, from 9/29/2015 to 6/9/2016

PD Opportunity 2

Teachers will implement effective strategies learned in the professional development trainings.

Facilitator

academic coaches

Participants

all teachers

Schedule

Daily, from 9/29/2015 to 6/9/2016

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	Academic coaches will conduct walk throughs for each grade level to assess needs for teacher support in all academic areas.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Miramar Elementary School			\$0.00
2	G1.B1.S1.A2	Provide a differentiated professional development based on the academic coaches walk throughs and completion of the checklists.				\$11,501.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0531 - Miramar Elementary School	School Improvement Funds		\$1,001.00
<i>Notes: Materials</i>						
	6400		0531 - Miramar Elementary School	School Improvement Funds		\$1,000.00
	6400		0531 - Miramar Elementary School	School Improvement Funds		\$6,500.00
<i>Notes: Salaries</i>						
	6400		0531 - Miramar Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: Substitues</i>						
3	G1.B1.S1.A3	Teachers will implement effective strategies learned in the professional development trainings.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Miramar Elementary School			\$0.00
4	G1.B1.S1.A4	Academic coaches will conduct follow up walk throughs and one to one meetings with teachers to help assist in the implementation of the strategies and learning goals.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0531 - Miramar Elementary School			\$0.00
5	G1.B1.S1.A5	Administration will conduct observations and collect progress monitoring data.				\$0.00
					Total:	\$11,501.00