

Miami-Dade County Public Schools

Phyllis R. Miller Elementary School



2016-17 Schoolwide Improvement Plan

Phyllis R. Miller Elementary School

840 NE 87TH ST, Miami, FL 33138

<http://prmiller.schoolwires.com>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	D

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Phyllis R. Miller Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The primary mission of Phyllis Ruth Miller Elementary School is to meet the needs of the whole child in order to ensure that he or she gains the skills necessary to successfully transition to higher education and to become career ready. This belief drives every fundamental decision that is made at the school site. The Phyllis Ruth Miller Elementary School staff also recognizes that the school/home/community partnership is an important variable in the total development of the child. The collaborative relationship that exists between staff and parents is integral to the successful reputation that has enveloped the school since its opening in 1992.

b. Provide the school's vision statement.

The vision of Phyllis Ruth Miller Elementary School is to provide quality academic and educational programs that maximize the potential of each student, preparing him or her to succeed in today's changing society and to meet the challenges of our rapidly changing world. Phyllis Ruth Miller Elementary School will provide an environment which enables students to acquire the critical skills, knowledge, attitudes, and values that will empower them to function in a global society.

2. School Environment

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

The students at Phyllis Ruth Miller Elementary School are engaged in and exposed to a number of activities throughout the course of the school year. These activities attend to a wide variety of cultures and belief systems, allowing students the opportunity to be exposed to a variety of customs and traditions that enhance their learning experience, teach tolerance, and function socially in all situations. These activities include the Literature Parade, Science Fair, Career Day, Walk Safe activities, 5000 Role Models, Young Ladies of Essence, Anti-bullying campaigns, Hispanic Heritage and Black History Month celebrations, Learning for Life, Performing Arts field trips, Character Education, and our Values Matter Miami campaign.

Phyllis Ruth Miller Elementary School receives students from a wide range of cultural backgrounds, therefore, teachers and staff members share the common vision that all children whom we service will receive a quality education that prepares them, both academically and social emotionally, by setting high standards and sharing expectations. The rigorous instruction that classroom teachers institute will allow students to build critical thinking skills and master the Florida Standards. Our teachers create learning environments that build positive relationships, cultivate collaboration, and allow students to take ownership over their learning experience.

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

Phyllis Ruth Miller Elementary School services general education students as well as students with exceptionalities. It is our goal to ensure that all students' academic and social emotional needs are met on a daily basis to ensure that each student is able to thrive and succeed up to his or her full potential.

The methods put forth on a daily basis to ensure that a safe learning environment is available for all

students is a collaborative effort amongst administration, security, teachers, and staff members. Members of the leadership team are in constant contact with security team members, via radio transmission, and situations are attended to immediately, by team members, accordingly.

Phyllis Ruth Miller Elementary School is committed to adhering to the Student Code of Conduct, and takes a proactive approach at reducing negative behavior through preventative activities. Our school counselor has instituted an "Anti-Bullying" campaign that involves workshops and informational activities, and she is readily available to assist students with sharing feelings, enhance self-esteem, and provide solutions for personal problems that may arise. PRMES is also promoting the "Values Matter Miami" campaign set forth by Miami-Dade County Public Schools. The nine core values include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility, and each month our school showcases a value, following the lead of the district.

c. 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 Student Code of Conduct, school-wide discipline plan, and student progression plan are strictly adhered to at Phyllis Ruth Miller Elementary School. This helps to minimize distractions and keep students actively engaged during instructional time.

Students in Kindergarten through Fifth Grade attend orientation meetings during the first few weeks of school, allowing administrators to share behavioral expectations, as well as rewards and consequences, for PRMES students. Likewise, all teachers have systems in place in their classrooms that provide specific rewards and consequences for established classroom rules, as per the Student Code of Conduct.

Parents are informed of behavioral expectations through Open House, parent conferences, and monthly "Second Cup of Coffee" parent meetings. Student and parent concerns are handled immediately and accordingly, following protocol, by teachers, the school counselor, and administration. Every effort is made by staff members to ensure that issues and concerns are handled equitably, in a timely manner, and to the satisfaction of all stakeholders, using the guidelines that the Student Code of Conduct posits.

d. 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.

Phyllis Ruth Miller Elementary School ensures that the social-emotional needs of all students are being met through in-school counseling sessions and mediation. Alternatives to suspension are also discussed and enforced to ensure that each student's situation is attended to effectively.

Phyllis Ruth Miller takes part in the 5000 Role Model program, where mentors are provided to assist at-risk young men with making the right decisions and becoming productive members of our society. Additionally, we have a "Young Ladies of Essence" club that allows our young women to be positive influences in their community.

The Multidisciplinary Team assists with developing opportunities for Tier I, Tier II, and Tier III activities to ensure that student academic and behavioral goals are supported, and data is reviewed on a regular basis to make certain that student needs are being met.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Phyllis Ruth Miller Elementary School makes every effort to intervene with students who exhibit early warning system signs, and we employ the following early warning indicators in our school's system to track these signs :

1. Students whose attendance causes them to miss 10% of their instructional time.
2. Students who have an excessive amount of referrals.
3. Students who have referrals that lead to suspension.
4. Students who score a Level I on state assessments in Reading or Math.
5. Students who are/have been retained.
6. Students who do not demonstrate reading proficiency in Grade 3.

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

1. 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	9	10	11	12	
Attendance below 90 percent	2	0	2	1	1	0	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	1	7	7	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	5	8	5	31	28	0	0	0	0	0	0	0	79

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

The students at Phyllis Ruth Miller Elementary School who are exhibiting early warning system signs are often referred to the MTSS Team through a Request for Assistance that is completed by the classroom teacher. The team takes all of the necessary measures to ensure that these students receive interventions, including academic, behavioral, or familial, that they require to reduce the incidence of these systems.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314280>.

2. Description

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

2. 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.

N/A See Title I PIP

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Humphrey, Kisa	Principal
Hayes, Kristin	Assistant Principal
Penafiel, Patricia	Instructional Coach
Shillingford, Terehas	Teacher, K-12
Menacho, Madelin	Psychologist
Parks-Wenze, Lesa	Teacher, K-12
St. Fort, Marie	Attendance/Social Work
Williams, Sherrie	SAC Member
Johnson, Dian	School Counselor
Duncan, Marilyn	Teacher, ESE

b. Duties

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

Tier I

Ms. Boyd, Principal of Phyllis Ruth Miller Elementary School, and Ms. Hayes, Assistant Principal, will schedule and facilitate regular RtI/MTSS meetings, to engage in Tier I problem solving. Administrators will ensure attendance of team members, allocate resources to execute the process, and monitor the implementation of action steps. In addition to school administrators, the school's Leadership Team will include the following members who will assist with the SIP Action Steps and MTSS problem solving:

1. Patricia Penafiel, Reading Coach
2. Terehas Shillingford, Math Teacher/Liaison
3. Dian Johnson, School Counselor
4. Lesa Parks-Wenze, Bilingual Chairperson
5. Madelin Menacho, School Psychologist

6. Marie St. Fort, School Social Worker
7. Sherrie Williams, EESAC Chairperson
8. Marilyn Duncan, SPED Teacher

The Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier II

The Tier II process will involve the Assistant Principal, School Counselor, School Social Worker, School Psychologist, and Instructional Coach as members of the MTSS Leadership Team. Regular meetings will be conducted to evaluate intervention efforts for students, specifically analyzing the subject(s), grade level, intervention strategies, and student progress. In addition to identified Leadership Team members, specific classroom teachers, who have requested assistance, will be involved to provide information or revise efforts and strategies.

Tier 3

The Assistant Principal, the School Counselor, the School Social Worker, the School Psychologist, Instructional Coach, the designated classroom teacher from the Tier 2 Team, and the student's parent or guardian will make up the Tier 3 SST Problem Solving Team. At this level it will be necessary to make the determination as to whether or not the student is making adequate process with the current level of interventions or if a more structured program is needed.

2. 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 utilizes the Tier I Problem Solving process to set goals, monitor academic and behavioral data, and use this data analysis to evaluate progress towards goals, at least three times per year. This process will include:

1. Scheduling 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 the basis for students having met expected levels of progress and/or proficiency.
4. Responding accordingly when grades, subject areas, classes, or individual students who have not shown a positive response to intervention by making adjustments to the intervention strategies being utilized.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment, respectively.

Tier II

The second level of support consists of supplemental instruction and interventions provided to identified students, in addition to, and in alignment with, effective core instruction and behavioral supports. Tier II problem solving meetings occur monthly to:

1. Gather and analyze data at all Tier Levels to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.
2. Ensure that students in need of intervention are truly receiving appropriate supplemental Tier II intervention instruction.
3. Gather ongoing progress monitoring (OPM) for all interventions, and analyzing that data, using the

Tier II problem solving process, after each OPM.

4. Review OPM data for intervention groups to evaluate group and individual student response.
5. Support interventions by adjusting strategies when an overall positive group response is not seen.
6. Select students (see SST guidelines) for SST Tier 3 intervention

Tier III SST

The third level of support consists of the team reviewing all data as well as testing completed by the psychologist and speech and language pathologist. Team members will then make the decision as to whether or not the current level of support is appropriate or if an IEP/504 Plan will need to be developed to meet the needs of the student.

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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets, which are completed three times per year.

The MTSS Problem-Solving process is used to 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 that is based on student need, across all 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 upcoming school year's SIP. At this time, previous year's trend data, across grade levels, is used to examine impact grades for support focus or prevention/early intervention efforts.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before school programs, after school programs, and summer school). The district coordinates with Title II and Title III departments to ensure staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded, Community Involvement Specialists (CIS), serve as the bridge between home and school through home visits, telephone calls, school site activities, and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide relevant materials, and encourage parental participation in the decision making processes at the school site.

Curriculum Coaches develop, lead, and evaluate school core content standards and program. Coaches also 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, assist with whole school screening programs that provide early intervention 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.

Parents participate in the design of the school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used to measure the parent program over the course of the school year and to facilitate an evaluation of the parent involvement program, leading to informed planning for the following year. Every effort is made to inform parents of the importance of this survey, via the CIS, Title I District and Region meetings, Title I Newsletters for Parents, and Title I Quarterly Parent

Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include Title I CHES and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sherrie Williams	Teacher
Carmen Boyd	Principal
Vilma Encalada	Education Support Employee
Crystal Carroll	Parent
Lilybeth Guilfucci	Parent
Edith Valdes	Business/Community
Christina Mendicino	Parent
Doris Morales	Business/Community
Claudia Cubillos	Business/Community
Diane Hickman	Business/Community
Shari Lynn Hurtado	Business/Community
Jonah Rosenthal	Student
Aaniyah Brantley	Student
Louineze Mertil	Teacher
Karen Taylor	Teacher
Daniel Ashey	Teacher
Astrid Rodriguez	Teacher
Cynthia Graffeo	Parent
Heliah Lobban	Parent
Luz Torres	Parent
Elizabeth Biaggroni	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 School Improvement Plan was evaluated by both the school faculty and staff at the end of the year faculty meeting in May of 2016. Teachers and support staff met to review SIP items and discuss strategies that worked well and those that did not have a significant impact on student achievement or rigorous teaching. Items to be included in the 2016-2017 SIP were also discussed, and an action plan was developed. Likewise, the last meeting of the school year for the EESAC Committee involved all stakeholders reviewing SIP items and discussing strategies that were appropriate and those that had minimal effect on student achievement.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to review and analyze the available data from the 2015-2016 school year, which included the Science FCAT 2.0 scores, K-2 SAT scores, and the number of students scoring below the twentieth percentile on the third grade reading FSA test, as well as those students who did not demonstrate learning gains on the FSA. The areas of improvement in all curriculum areas were identified and strategies to increase achievement were also discussed. In addition, the EESAC examined the necessary resources needed to increase student learning gains in all grade levels. The team also acknowledged how establishing additional interventions may be needed for our bubble students, SPED students, and our lowest 25% subgroup.

c. Preparation of the school's annual budget and plan

The annual budget is shared with EESAC Members, and a discussion is had regarding how the monies are allotted to schools, including teachers, office staff, support staff, security, cafeteria, and supplies. Likewise, the EESAC budget is shared in the beginning of the school year, and members are reminded that these funds can only be used on items that will impact student academic achievement. Requests for EESAC money can be made through presentations at the EESAC meeting, and members can decide to fully fund, partially fund, or not fund items presented to the committee.

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

The EESAC Committee at Phyllis Ruth Miller Elementary School allocated its funds last year in the following manner:

1. Principal's Discretionary Fund: \$2,999.00 for student incentives and supplemental materials and resources.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Humphrey, Kisa	Principal
Hayes, Kristin	Assistant Principal
Penafiel, Patricia	Instructional Coach
Parks-Wenze, Lesa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The purpose of the Literacy Leadership Team at Phyllis Ruth Miller Elementary School is to build the capacity of literacy knowledge within the school building and focus on areas of literacy concern

across grade levels. The principal, assistant principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees shall serve on this team. Meetings will be held at least monthly to discuss areas of concern.

The Literacy Leadership Team will be encouraged to develop Professional Learning Communities to focus on creating and implementing instructional routines that incorporate rigorous instruction, complex text, and text dependent questions. The Literacy Leadership Team will develop lessons that provide students with opportunities for research, critical thinking, and writing across the curriculum.

D. Public and Collaborative Teaching

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

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

Phyllis Ruth Miller Elementary School develops the Master Schedule to ensure that teachers have the capability to meet, plan, discuss, and share ideas, accordingly. Each grade level meets one day per week, with the instructional coach and administration, to review the pacing guides and discuss available resources. Teachers are highly encouraged to share strategies and activities that have been successful in their classrooms in targeting the standards. Likewise, the instructional coach and administrators provide key information that will contribute to rigorous instruction, and teachers are able to ask questions and share concerns, in a non-threatening environment.

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

The recruitment and retention of highly qualified, certified, and effective staff members is essential to Phyllis Ruth Miller Elementary School. Once a qualified applicant is identified and selected, the professional is paired with a mentor veteran teacher in the building. If the applicant is new to teaching, not only is he or she paired with a mentor teacher to assist with the necessary requirements as a classroom teacher, but he or she is paired with a grade level colleague to assist with establishing a routine for success. The administrators avail themselves to make the transition for new teachers one that is smooth and comfortable. The administrators and the leadership team meet with new teachers during grade level planning to continue to offer strategies for best practices, data analysis, and weekly lesson plans. Instructional Coaches also complete coaching cycles with new teachers to model strategies and strengthen areas of improvement.

For teachers with two or more years of experience, the administrators and leadership team offers the same services designated for new teachers, in an effort to enhance their effectiveness as well as to retain them at the school site. Likewise, school administrators also meet with teachers who need additional assistance, on an individual basis, to help build their capacity.

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

Teachers at Phyllis Ruth Miller Elementary School who are new to the teaching profession are assigned a mentor teacher. This mentor teacher will assist with the support needed to strengthen their knowledge of teaching subject matter skills. Upon arrival to Phyllis R. Miller Elementary School, the new teacher will meet with administration and their assigned mentor teacher. The mentor teacher is one who has credibility with his or her colleagues, strong interpersonal skills, and outstanding knowledge of content, strategies, and materials. He or she is reliable and demonstrates a strong desire to strengthen personal professional learning by participating in continuous professional development. The pair will meet weekly during grade level planning meetings and also meet on an additional day during the week. The mentor

teacher will assist the new teacher with subject area matter, strategies for rigorous teaching, and establishing a routine that will allow him or her to become a successful, well rounded professional.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Phyllis Ruth Miller Elementary School ensures that the core instructional programs and materials are aligned to Florida's standards by utilizing the District adopted curriculum series for all content areas. Likewise, instruction is rigorous, promotes critical thinking skills, and incorporates writing across the curriculum, requiring students to cite evidence from the text. Teachers differentiate instruction and incorporate technology to attend to the unique needs and learning styles of our students, and encourage collaborative learning groups to promote student engagement and accountable talk. The curriculum programs at Phyllis Ruth Miller are aligned across all grade levels so that key skills are continuously built upon as students progress.

b. Instructional Strategies

1. 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 administrators at Phyllis Ruth Miller Elementary School hold regular data chats with teachers to analyze and disaggregate student data. These chats take place after diagnostic testing and interim assessments so that strategies can be put into place to further enhance student scores. These strategies include utilizing data to differentiate instruction in the classroom as well as recommendations to take part in interventions, before and after-school tutoring and/or enrichment programs, and referrals to the MTSS team.

2. 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: 10,800

Phyllis Ruth Miller Elementary School offers a wide array of after school programs for our students that support both remediation and enrichment. These programs include, but are not limited to:

1. Garden Club
2. 4-H Club
3. ELL Tutoring
4. Core Instructional Tutoring
5. Robotics
6. Chess

Strategy Rationale

The rationale for enrichment activities is to provide our students with educational experiences that extend beyond the traditional classroom setting. Our enrichment activities allow students to get outdoors and utilize the scientific method by working with plants and other materials. Students also learn the value of caring for living beings and taking ownership over the process.

The rationale for our after-school tutoring programs is twofold. For our ELL students, teachers incorporate a variety of ESOL strategies to assist students with enhancing their academic skills in an environment that differentiates instruction to meet their needs as English Language Learners. Tutoring that supports core instruction is extended to students so that they receive additional exposure to and practice with strategies that will allow them to successfully meet the requirements of the Florida Standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hayes, Kristin, khayes@dadeschools.net

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

Many people will share the responsibility for overseeing these programs. Kristin Hayes, Assistant Principal, will assist teachers with the coordination, and collect data from the core instructional tutoring, with the assistance of the Instructional Coach. Ms. Parks-Wenze will oversee and collect data from our ELL tutoring. Ms. Ashlie Keyes, Lead Montessori teacher, and Ms. Roddy, Montessori teacher, will collectively lead and monitor the garden club, while Ms. Jennifer Jackson, teacher, will be our 4-H Liason. Data will be analyzed on a monthly basis for our tutoring programs, to determine the effectiveness, while attendance and activities implemented will be monitored for our enrichment programs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The students enrolled in the neighborhood Head Start/Early Childhood Education Centers will be invited to participate in a field trip to Phyllis Ruth Miller Elementary School. Early childhood students will visit Kindergarten classes to observe how students interact with the teachers and paraprofessionals in order to ensure a seamless transition to Kindergarten.

Within our own school, we have a VPK class as well as one Head Start program. These teachers vertically plan with Kindergarten teachers so that they are able to begin introducing their students to the new curriculum. The students also take in house field trips to the various classes to become acquainted with the teachers.

b. College and Career Readiness

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Phyllis Ruth Miller Elementary School will increase student achievement by improving core Instruction across all content areas.

Strategic Goals Detail

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

G1. Phyllis Ruth Miller Elementary School will increase student achievement by improving core Instruction across all content areas. 1a

G087664

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	49.0

Targeted Barriers to Achieving the Goal 3

- Provide more exposure to rigorous questioning and higher order thinking questions.
- Provide consistent, data driven differentiated instruction that targets the needs of each student.
- Provide students with multiple opportunities to utilize technology in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- Instructional Personnel
- District Issued Content Area Materials
- District Issued Intervention Materials
- i-Ready
- Pacing Guides
- Common Planning

Plan to Monitor Progress Toward G1. 8

Data from i-Ready and District Interim Assessments

Person Responsible

Kristin Hayes

Schedule

Quarterly, from 10/10/2016 to 6/7/2017

Evidence of Completion

The results from the 2016 administration of the FSA test.

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. Phyllis Ruth Miller Elementary School will increase student achievement by improving core Instruction across all content areas. 1

G087664

G1.B1 Provide more exposure to rigorous questioning and higher order thinking questions. 2

B233049

G1.B1.S1 Implement questioning strategies and activities, across all content areas, to encourage rigorous interactions with material to further deepen understanding. Explicitly teach students to independently form and answer questions that help them to analyze, synthesize, evaluate, and interpret topics while reading. 4

S246002

Strategy Rationale

Student exposure to rigorous instruction will assist in preparing them for the Florida Standards Assessment test.

Action Step 1 5

Provide professional development on rigor and higher order thinking questions at faculty meetings.

Person Responsible

Kristin Hayes

Schedule

Every 6 Weeks, from 10/10/2016 to 6/7/2017

Evidence of Completion

Sign in Sheets, Agendas

Action Step 2 5

Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop higher order thinking and questioning.

Person Responsible

Patricia Penafiel

Schedule

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Sign in Sheets, Agendas, Lesson Plans

Action Step 3 5

Identify "model classrooms" for teachers to observe rigorous instruction and higher order questioning techniques.

Person Responsible

Kisa Humphrey

Schedule

Monthly, from 10/10/2016 to 6/7/2017

Evidence of Completion

Debriefing notes, feedback, walkthrough notes.

Action Step 4 5

Provide instructional personnel with feedback and support on the implementation of higher order questioning techniques and rigorous lessons.

Person Responsible

Kisa Humphrey

Schedule

Biweekly, from 10/10/2016 to 6/7/2017

Evidence of Completion

Classroom Walkthroughs, Observations, Lesson Plans,

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

Administration will conduct walkthroughs to monitor the implementation of the strategy.

Person Responsible

Kisa Humphrey

Schedule

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Walkthrough notes, Lesson Plans

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

Analyze data from i-Ready as well as classroom and district wide assessments to ensure students are achieving proficiency on the standards.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/10/2016 to 6/7/2017

Evidence of Completion

Classroom and District Interim Assessment data, walkthrough and debriefing notes.

G1.B2 Provide consistent, data driven differentiated instruction that targets the needs of each student. 2

 B233050

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S246003

Strategy Rationale

Students must be provided with data driven differentiated instruction in order to successfully achieve content area standards.

Action Step 1 5

Provide teachers with professional development opportunities that will assist with implementing differentiated instruction in the classroom.

Person Responsible

Patricia Penafiel

Schedule

Quarterly, from 10/10/2016 to 6/7/2017

Evidence of Completion

Agenda, Sign-In Sheets

Action Step 2 5

Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid differentiated instructional groups and activities.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/10/2016 to 6/7/2017

Evidence of Completion

Agendas, Sign-In Sheets, Lesson Plans, Rotation Groups

Action Step 3 **5**

Provide instructional staff with feedback and further support on the implementation of data driven differentiated instruction.

Person Responsible

Kristin Hayes

Schedule

Weekly, from 10/10/2016 to 6/7/2017

Evidence of Completion

Walkthrough notes, debriefing protocols, Coach Calendar, Coach Log

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

Administration will conduct walkthroughs of all classrooms to monitor for the fidelity of implementation.

Person Responsible

Kisa Humphrey

Schedule

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Walkthrough notes, debriefing protocols

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

Administrators, Instructional Coach, and Classroom teachers will analyze student data from i-Ready and interim assessments to monitor the effectiveness of the data driven DI groups, and make changes accordingly.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/10/2016 to 6/7/2017

Evidence of Completion

District Interim Assessment data, i-Ready data, data protocols, common planning agendas.

G1.B3 Provide students with multiple opportunities to utilize technology in the classroom. 2

 B233051

G1.B3.S1 Implement appropriate technology, in all aspects of instruction, to increase student engagement. 4

 S246004

Strategy Rationale

Students must have ample opportunities to engage in technology that supports core instruction in the content areas.

Action Step 1 5

English Language Arts and Mathematics Teachers will utilize the i-Ready computer program with students.

Person Responsible

Patricia Penafiel

Schedule

Weekly, from 9/6/2016 to 6/7/2017

Evidence of Completion

Diagnostic test results, individual student data

Action Step 2 5

Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and promote student engagement.

Person Responsible

Kristin Hayes

Schedule

Biweekly, from 10/5/2016 to 6/7/2017

Evidence of Completion

Gizmos usage data.

Action Step 3 5

All classroom teachers will utilize the Promethean Board to further supplement instructional strategies.

Person Responsible

Kristin Hayes

Schedule

Daily, from 8/22/2016 to 6/7/2017

Evidence of Completion

Walkthrough notes, Lesson Plans

Action Step 4 5

English Language Arts teachers will utilize the My-On program

Person Responsible

Lesa Parks-Wenze

Schedule

Weekly, from 9/6/2016 to 6/7/2017

Evidence of Completion

Lesson Plans, Usage Reports

Action Step 5 5

Classroom teachers will utilize the Discovery Education program

Person Responsible

Kristin Hayes

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes, Lesson Plans, Sign-In sheets

Action Step 6 5

All classroom teachers will utilize the Promethean Board to further supplement instructional strategies.

Person Responsible

Kristin Hayes

Schedule

Daily, from 8/22/2016 to 6/7/2017

Evidence of Completion

Walkthrough notes, lesson plans, formal observations

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

Student and teacher usage reports and diagnostic test results will be monitored for all programs.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/3/2016 to 6/7/2017

Evidence of Completion

Student and teacher usage reports, diagnostic test results, star test results, AR student test results.

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

Administrators, Coaches, and Classroom Teachers will analyze data from programs and compare it to the District Interim Assessments, to determine the effectiveness on student academic progress.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/10/2016 to 6/7/2017



Evidence of Completion

District Interim Assessments, i-Ready Diagnostic Results, STAR Test Results, AR Student Test Results, My-On data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M332064	Data from i-Ready and District Interim Assessments	Hayes, Kristin	10/10/2016	The results from the 2016 administration of the FSA test.	6/7/2017 quarterly
G1.B1.S1.MA1 M332058	Analyze data from i-Ready as well as classroom and district wide assessments to ensure students are...	Hayes, Kristin	10/10/2016	Classroom and District Interim Assessment data, walkthrough and debriefing notes.	6/7/2017 monthly
G1.B1.S1.MA1 M332059	Administration will conduct walkthroughs to monitor the implementation of the strategy.	Humphrey, Kisa	8/22/2016	Walkthrough notes, Lesson Plans	6/7/2017 weekly
G1.B1.S1.A1 A318751	Provide professional development on rigor and higher order thinking questions at faculty meetings.	Hayes, Kristin	10/10/2016	Sign in Sheets, Agendas	6/7/2017 every-6-weeks
G1.B1.S1.A2 A318752	Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop...	Penafiel, Patricia	8/22/2016	Sign in Sheets, Agendas, Lesson Plans	6/7/2017 weekly
G1.B1.S1.A3 A318753	Identify "model classrooms" for teachers to observe rigorous instruction and higher order...	Humphrey, Kisa	10/10/2016	Debriefing notes, feedback, walkthrough notes.	6/7/2017 monthly
G1.B1.S1.A4 A318754	Provide instructional personnel with feedback and support on the implementation of higher order...	Humphrey, Kisa	10/10/2016	Classroom Walkthroughs, Observations, Lesson Plans,	6/7/2017 biweekly
G1.B2.S1.MA1 M332060	Administrators, Instructional Coach, and Classroom teachers will analyze student data from i-Ready...	Hayes, Kristin	10/10/2016	District Interim Assessment data, i-Ready data, data protocols, common planning agendas.	6/7/2017 monthly
G1.B2.S1.MA1 M332061	Administration will conduct walkthroughs of all classrooms to monitor for the fidelity of...	Humphrey, Kisa	8/22/2016	Walkthrough notes, debriefing protocols	6/7/2017 weekly
G1.B2.S1.A1 A318755	Provide teachers with professional development opportunities that will assist with implementing...	Penafiel, Patricia	10/10/2016	Agenda, Sign-In Sheets	6/7/2017 quarterly
G1.B2.S1.A2 A318756	Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid...	Hayes, Kristin	10/10/2016	Agendas, Sign-In Sheets, Lesson Plans, Rotation Groups	6/7/2017 monthly
G1.B2.S1.A3 A318757	Provide instructional staff with feedback and further support on the implementation of data driven...	Hayes, Kristin	10/10/2016	Walkthrough notes, debriefing protocols, Coach Calendar, Coach Log	6/7/2017 weekly
G1.B3.S1.MA1 M332062	Administrators, Coaches, and Classroom Teachers will analyze data from programs and compare it to...	Hayes, Kristin	10/10/2016	District Interim Assessments, i-Ready Diagnostic Results, STAR Test Results, AR Student Test Results, My-On data	6/7/2017 monthly
G1.B3.S1.MA1 M332063	Student and teacher usage reports and diagnostic test results will be monitored for all programs.	Hayes, Kristin	10/3/2016	Student and teacher usage reports, diagnostic test results, star test results, AR student test results.	6/7/2017 monthly
G1.B3.S1.A1 A318758	English Language Arts and Mathematics Teachers will utilize the i-Ready computer program with...	Penafiel, Patricia	9/6/2016	Diagnostic test results, individual student data	6/7/2017 weekly
G1.B3.S1.A2 A318759	Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and...	Hayes, Kristin	10/5/2016	Gizmos usage data.	6/7/2017 biweekly
G1.B3.S1.A3 A318760	All classroom teachers will utilize the Promethean Board to further supplement instructional...	Hayes, Kristin	8/22/2016	Walkthrough notes, Lesson Plans	6/7/2017 daily
G1.B3.S1.A4 A318761	English Language Arts teachers will utilize the My-On program	Parks-Wenze, Lesa	9/6/2016	Lesson Plans, Usage Reports	6/7/2017 weekly

Dade - 3431 - Phyllis R. Miller Elem. School - 2016-17 SIP
Phyllis R. Miller Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A6  A318763	All classroom teachers will utilize the Promethean Board to further supplement instructional...	Hayes, Kristin	8/22/2016	Walkthrough notes, lesson plans, formal observations	6/7/2017 daily
G1.B3.S1.A5  A318762	Classroom teachers will utilize the Discovery Education program	Hayes, Kristin	9/12/2016	Walkthrough notes, Lesson Plans, Sign-In sheets	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. Phyllis Ruth Miller Elementary School will increase student achievement by improving core Instruction across all content areas.

G1.B1 Provide more exposure to rigorous questioning and higher order thinking questions.

G1.B1.S1 Implement questioning strategies and activities, across all content areas, to encourage rigorous interactions with material to further deepen understanding. Explicitly teach students to independently form and answer questions that help them to analyze, synthesize, evaluate, and interpret topics while reading.

PD Opportunity 1

Provide professional development on rigor and higher order thinking questions at faculty meetings.

Facilitator

Instructional Coach: Ms. Penafiel Math Liaison: Ms. Shillingford; Science Liaison: Mr. Daley;
Grade Level Chairs

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 10/10/2016 to 6/7/2017

PD Opportunity 2

Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop higher order thinking and questioning.

Facilitator

Instructional Coach/Administration

Participants

Classroom Teachers

Schedule

Weekly, from 8/22/2016 to 6/7/2017

G1.B2 Provide consistent, data driven differentiated instruction that targets the needs of each student.

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide teachers with professional development opportunities that will assist with implementing differentiated instruction in the classroom.

Facilitator

Instructional Coach, Curriculum Liaisons, Administration

Participants

Classroom Teachers

Schedule

Quarterly, from 10/10/2016 to 6/7/2017

PD Opportunity 2

Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid differentiated instructional groups and activities.

Facilitator

Instructional Coaches and Administration

Participants

Classroom Teachers

Schedule

Monthly, from 10/10/2016 to 6/7/2017

G1.B3 Provide students with multiple opportunities to utilize technology in the classroom.

G1.B3.S1 Implement appropriate technology, in all aspects of instruction, to increase student engagement.

PD Opportunity 1

English Language Arts and Mathematics Teachers will utilize the i-Ready computer program with students.

Facilitator

Department of Reading and Language Arts - Webinar

Participants

English Language Arts Teachers

Schedule

Weekly, from 9/6/2016 to 6/7/2017

PD Opportunity 2

Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and promote student engagement.

Facilitator

District Personnel

Participants

Math and Science teachers in grades 3-5.

Schedule

Biweekly, from 10/5/2016 to 6/7/2017

PD Opportunity 3

Classroom teachers will utilize the Discovery Education program

Facilitator

District Personnel and/or Lead Teacher

Participants

Classroom Teachers

Schedule

Weekly, from 9/12/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on rigor and higher order thinking questions at faculty meetings.	\$0.00
2	G1.B1.S1.A2	Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop higher order thinking and questioning.	\$0.00
3	G1.B1.S1.A3	Identify "model classrooms" for teachers to observe rigorous instruction and higher order questioning techniques.	\$0.00
4	G1.B1.S1.A4	Provide instructional personnel with feedback and support on the implementation of higher order questioning techniques and rigorous lessons.	\$0.00
5	G1.B2.S1.A1	Provide teachers with professional development opportunities that will assist with implementing differentiated instruction in the classroom.	\$0.00
6	G1.B2.S1.A2	Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid differentiated instructional groups and activities.	\$0.00
7	G1.B2.S1.A3	Provide instructional staff with feedback and further support on the implementation of data driven differentiated instruction.	\$0.00
8	G1.B3.S1.A1	English Language Arts and Mathematics Teachers will utilize the i-Ready computer program with students.	\$0.00
9	G1.B3.S1.A2	Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and promote student engagement.	\$0.00
10	G1.B3.S1.A3	All classroom teachers will utilize the Promethean Board to further supplement instructional strategies.	\$0.00
11	G1.B3.S1.A4	English Language Arts teachers will utilize the My-On program	\$0.00
12	G1.B3.S1.A5	Classroom teachers will utilize the Discovery Education program	\$0.00
13	G1.B3.S1.A6	All classroom teachers will utilize the Promethean Board to further supplement instructional strategies.	\$0.00
Total:			\$0.00