Maya Angelou Elementary School

2016-17 Schoolwide Improvement Plan

Maya Angelou Elementary School

1850 NW 32ND ST, Miami, FL 33142

http://maya.dadeschools.net

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	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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 Maya Angelou 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 mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding, and fuels the desire for life long learning.

b. Provide the school's vision statement.

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance, and respect for humanity are the keys to a successful future.

2. School Environment

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

Maya Angelou Elementary celebrates the diversity of our students' culture. We celebrate Hispanic Heritage month and Black History month where students display family projects about their culture. We also encourage the students to share their cultural values and we respect their beliefs. We hold Parent meetings, such as Open House and Title I, where we share the expectations for our students and how we can address their areas of needs. We also have a Meet and Greet at the beginning of the year where parents come and meet their child's teachers and classrooms. Here at Maya Angelou Elementary, we ensure to create an atmosphere of respect, high expectations and a very caring, nurturing and loving environment where our students can feel safe all the time. We also have a Community Involvement Specialist that keeps contact with the Allapattah community and becomes a bridge to maintain the communication between school, parents and community. The CIS also provides support to the parents by providing workshops and holds meetings to assist parents in acquiring the necessary skills to help their children to be successful at school. We also have Science and Math Nights and our Instructional Coaches assist parents that need help in academics to ensure a thriving academic journey.

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

Maya Angelou Elementary provides an environment that is conducive to learning were all the students here at this school feel safe and welcomed when they arrive everyday. The school security guards are visible at all doors in this school's building. The security makes sure all the doors are locked after the second late bell rings. This allows for all visitors who enter the building to only enter through the front door were they must sign in and show identification before entering the main office. The school has a Critical Response Plan in the event of a crisis, the plan provides for the safety of everyone in the building and community.
Students are supervised at all times during the school day as well as before and any after-school activities. Students are given incentives to follow the school's Code of Student Conduct and understand that rules are made to make us safe and students recognize the consequences of violating these rules. The school has implemented Safety Patrols and The Do the Right Thing program in order to model good behavior and citizenship. School administrators, Instructional

coaches and supports personnel are visible and available throughout the building in the morning drop-off and dismissal for any student or parents who needs assistance.

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.

Maya Angelou Elementary has an established school-wide discipline plan in place which is aligned to the districts Code of Student Conduct and is followed by all staff members.
The administration and teachers have a student orientation meeting with all students the first week of school to clearly set expectations for behavior in the classroom, cafeteria and hallways. The staff will reinforce these rules and use behavioral consequences in an educational manner in order to help students to appreciate the purpose of rules, the importance of making amends, and taking responsibility for improving their behavior. The faculty handbook outlines the procedures for implementing an orderly and respectful school environment. The parents are also aware of the Code of Student Conduct and have signed an acknowledgement that they have reviewed it.

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.

Maya Angelou Elementary ensures the social-emotional needs of all students are being met by providing counseling mentoring and other student services. The school implements the Values Matter Miami program into the curriculum in order to promote a positive and respectful environment. The school will infuse monthly activities and lessons which highlight the nine core values. Selected students who demonstrate the core value for the month will be recognized.
Those students having difficulties following expected behaviors will be provided with additional support. Students are referred to the Multi-Tiered Support Team and are provided with interventions through a Behavioral Intervention Plan in order to assist them with problem solving, self control and conflict resolution. In extreme behavioral or emotional needs, the psychologist and counselor assist and determine if community agencies are needed to be recommended to parents for further assistance.

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.

Students who are not proficient in reading by Grade 3.
Students who miss more than 10% of instructional time.

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	27	29	28	27	19	17	0	0	0	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	11	28	26	23	17	0	0	0	0	0	0	0	106
Level 1 on statewide assessment	1	39	68	0	25	52	0	0	0	0	0	0	0	185
	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	6	21	9	21	8	0	0	0	0	0	0	0	0	65

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

Academic achievement is correlated to student attendance and behavioral issues. By monitoring the Early Warning Systems, Maya Angelou Elementary will decrease the number of students with excessive absences
,decrease the number of students retained in the third grade, decrease students who are non-proficient in reading by third grade, and decrease number of students who receive two or more behavioral referrals that lead to suspension.

The following action steps will be implemented as follows:
ATTENDANCE:
• Conduct student orientation during the first two weeks to detail attendance expectations and procedures.
• Positive incentives implemented to include, certificates, names posted, popcorn and ice cream for students with 100% attendance at the end of the grading periods.
• Opportunity to participate in End of Year activities, if acceptable attendance attained.
• Use COGNOS and Truancy Referral Report to identify targeted groups for counseling.
• Truancy Meetings with parents after 5 unexcused absences.
• Group counseling conducted by Assistant Principal and Guidance Counselor at excessive absence benchmarks throughout the year.
• Daily Bulletin is reviewed by teachers and administrators for accuracy.
• Phone calls home
• Home visits

BEHAVIOR:
• The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• Referral to Counselor to work on topics such as Conflict Resolution, Anger Management and appropriate behavior.
• Student Behavior Contract
• Functional Assessment of Behavior
• Behavior Intervention Plan
• Referral to outside Community agencies

ACADEMIC ACHIEVEMENTS:

• Provide Wonderworks Tier-2 intervention for students having difficulties in reading.
• OPM On-going progress monitoring will occur every month in order to track students progress.
• Provide Differentiated Instruction for all students focusing on re-teaching skills not mastered.
• Provide Computer assisted programs such as i-Ready, Imagine Learning, STARS and My On Reader.

B. Family and Community Engagement
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).

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. § 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 available at the school site.

2. Description

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.

C. 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).

1. School Leadership Team

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

Name	Title
Lewis, Donna	Principal
Garcia , Maria	Assistant Principal
Paez-Garcia , Vivian	Instructional Coach
Gonzalez-jimenez, Jazmin	Instructional Coach

b. Duties

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

The members of the school-Based MTSS/RtI Leadership Team is as follows:

• Adrena Y. Williams, Principal will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources and will oversee that all aspects are being implemented with fidelity.
Maria D. Garcia, Assistant Principal , The Assistant Principal conducts regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. The

assistant principal will review data with the school psychologist, counselor and classroom teacher to determine an appropriate intervention that will best fit the needs of the student.
• Reading Coach (Jazmin Gonzalez-Jimenez) , Instructional Coach support the MTSS/RtI student education initiative through implementing core instructional methodologies with fidelity. In addition, the coach assist and provides support to the teachers by modeling and conducting grade-level common planning to address bridging instructional gap and student learning to improve students' academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs. These are the initial steps in developing the systematic pattern blueprint for student achievement along with district personnel.
Math/Science Coach (Vivian Paez-Garcia), Ensures that all teachers are following the District Pacing Guides. The coaches assist the MTSS/RtI process by disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data;
• School Guidance Counselor (Angela Stephens) Assist with conducting regular meetings and to monitor the effectiveness of all academic interventions. The counselor also initiates all the inventories for the FAB and oversees all the implementations of all behavior intervention plans. She also oversees the attendance initiatives and implements all district programs in the student services department.
• School Psychologist (Ngina Parks) Assists in identifying systemic patterns of students' needs, collaborate with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, communicates with parents concerning the MTSS/RtI process and identifies needs of students. .
• School Social Worker (Angel Valdes) assists in developing programs and services for students who are at risk in content areas or behavioral areas, helps educators to reach at risk students, helps students and families access services or programs that may be helpful, contacts at risk families concerning students' at risk behavior or academic struggles.

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 at Maya Angelou Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Review data from i-Ready target growth monitoring.
4. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student needs across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
Maya Angelou Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring 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 bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual 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 toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program.

Title II

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

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

Title III

Maya Angelou Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• Field Trips

The above services will be provided should funds become available for the 2016-2017 school year and should the FLDOE approve the application.

Title X- Homeless

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

Maya Angelou Elementary School collaborates with "The Homeless Assistance Program" which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be Supplemental Academic Instruction (SAI) stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP)

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs
Maya Angelou Elementary School adheres to the following:
1) Implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A
Career and Technical Education –N/A
Job Training –N/A

Other
Maya Angelou Elementary School is also a Health Connect School which offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. Health Connect in Our School (HCiOS) services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Adrena Y. Williams	Principal
Diana Gibson	Teacher
Vivian Paez-Garcia	Teacher
Arturo Maldonado	Teacher
Jakeisha Thompson	Business/Community
Jennifer Gonzalez	Parent
Tomasz Alemany	Business/Community
John Dorvil	Teacher
Jazmin Gonzalez-Jimenez	Parent
Sandra Cannon	Business/Community
Joana Patterson	Education Support Employee
Nancy Castellon	Parent
Sarah Chrisinger	Teacher
Jennifer Williams	Education Support Employee
Scarlett Ellis	Parent
Xochilt Coca	Student
Blanca Asencio	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

When analyzing the goals and strategies from last year's school improvement plan, The following results were discussed:
In the area of Reading, Writing, Math, and Science the actions steps will include the following in order to increase student achievement: implementing common planning at every grade level, Data Chats to strategically plan for Differentiated Instruction, implementing Interactive Journals and implementing technology based programs such as i-Ready, Imagine Learning, Think Central and My On Reader.
Early Warning Systems: The attendance percentage rate from the previous year was 91.34% .
STEM: The after-school SECME program was successful in implementing the district pacing guides in Science and Math. The SECME program had various students compete in the Olympaid.

b. Development of this school improvement plan

The SAC members reviewed the previous SIP using Mid and End of Year Review along with all relevant data. The SAC identified the areas of need across all core subjects and analyzed trends. The Committee made suggestions for possible revisions of goals and strategies.

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

The school's annual projected budget plan is as follows:
* Due to overcrowding in all grades, our goal is to increase the amount of classroom teachers to ensure we meet class size in every grade level.

* Utilize supply money to buy resources to support the technology needs school-wide. In order to run current programs, new computers need to be purchased and current student stations need to be updated.

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

The school improvement funds are expected to be utilized for academic incentives for those students who meet individual goals or growth on the District Assessments and/or students who achieve mastery on the SAT -10, FSA and FCAT 2.0 Science. The remainder of the funds will be spent on supplemental curriculum and technology needs related to the SIP.

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
Lewis, Donna	Principal
Garcia , Maria	Assistant Principal
Paez-Garcia , Vivian	Instructional Coach
Gonzalez-jimenez, Jazmin	Instructional Coach

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. This team will provide ongoing
professional development on researched-based strategies and program interventions, meet with grade
levels to discuss, interpret, and analyze data, assist the team in making instructional and programmatic
decisions, monitor that the use of instructional programs and materials related to reading are used and
implemented with fidelity and consistency.
The Literacy coaches will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies.
The LLT will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
Maya Angelou's LLT will promote literacy as follows:
1. Developing activities and projects that will motivate students to read.
2. Organize classrooms around the learning needs of the students.

3. Assist teachers in matching students with books at their appropriate reading level
4. Build a learning community that includes all stakeholders to improve reading school wide

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.

Maya Angelou Elementary has established a weekly common planning schedule for every subject which includes weekly grade level planning times with instructional coaches.
The common planning takes place in the office of the Principal and the Assistant Principal. Teachers take different roles to ensure a smooth session and they leave with a clear understanding of what they need to do in order to have a successful instructional time. Each team collaborates on the creation of anchor charts, HOT questions, graphic organizers, manipulatives and much more. Coaches provide support on providing feedback, reflecting of strategies used, modeling new strategies, materials alignment for DI and creating an atmosphere of collegiality.

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

The Principal and Assistant Principal will be responsible for the implementation of the following strategies.

• Provide professional development opportunities that provide teachers' new and innovative best practices techniques.
• Provide a variety of Professional Learning Communities at the school site based on teacher interest.
• Provide support for teacher's pursuing higher education.

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

Maya Angelou Elementary Teacher Mentoring Program consists of beginning teachers and/or teachers in need of improvement who are matched with veteran teachers in their subject matter. These veteran teachers were chosen based on their high trend of increased student achievement. Mentees will meet monthly or as needed with their mentor and once a week with their grade level teams for common planning. Mentoring activities will include best practices and will serve as a tool for support. Mentors for beginning teachers will be chosen based on previously MINT trained teachers. The mentoring program will be monitored by the Principal and Assistant Principal to ensure that all teachers' needs are met.

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.

In order to ensure that Maya Angelou Elementary School's core instructional programs and materials are aligned to the Florida Standards, we strictly follow the curriculum provided by the district. During common planning, in all core subjects, the teachers and instructional coaches utilize the District Pacing guides in order to ensure pacing of lessons and that all standards are being taught with fidelity.

Reading and Mathematics utilize the adopted textbooks series that are aligned to the Florida Standards such as Wonders, Wonderworks and Go Math Program.

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.

Teachers use information obtained from different data points to drive the instruction and to align materials utilized during differentiated instruction to meet students' individual needs. Areas such as students' demographics, English Language barriers, lack of decoding skills, and low levels of fluency rate to acquire comprehension are taken into consideration to analyze students' probability of Literacy success.

Students who show a deficiency in the ELA and Mathematics in basic skills are receiving modified instruction during small group instruction, computer lab intervention and Pull-out model intervention. Students also receive support through programs such as i-Ready, Imagine Learning, Go Math, Thinkcentral, MyOnReader, Early morning tutoring, ELL after school tutoring and after school SECME program.

Students have been identified to receive Wonderworks intervention based on their current SAT-10 , i-Ready, FSA data and retention status.

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: 0

The after-school program at Maya Angelou Elementary School is an enrichment program which focuses on science, engineering, communications, mathematics, and technology. Students will participate in project based learning and hands-on activities to supplement and reinforce the school's academic program. Participants in third-fifth grade will also take part in the district's Olympiad programs.

Strategy Rationale

Engagement of students participating in SECME/STEM project base learning activities and competitions serves as a selection process in problem solving, and shows an increase in percentage points on the district and state assessments.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Paez-Garcia , Vivian, vpaez-garcia@dadeschools.net

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

Baseline Data is collected at the beginning as well as other data throughout the year. The effectiveness of this strategy is determined by the results of the 2017 FCAT 2.0 Science Assessment.

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.

Maya Angelou Elementary School works closely with the neighboring preschools and agencies in the Allapattah community to ensure a smooth transition into the elementary school program. All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment during the first thirty days of school. These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten.
Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adult. The Pre-Kindergarten students have to take an assessment that is administered to all VPK students three times a year first in September, then January and finally in April. The VPK Assessment tracks and monitors early literary skills and allows the school as well as parents to learn more about the readiness skills of each child. Maya Angelou Elementary will be implementing a program called Reading Pals which consist of Volunteers who read to a selected group of Pre-Kindergarten students weekly.

Maya Angelou Elementary supports the Districts "Transition to Kindergarten Initiative" program which enhances the relationship between families and schools.

The following activities will be planned: 1) Provide families with information, expectations and resources to support a successful transition to Kindergarten at the time of registration which takes place during the month of May. 2) Coordinate school site visits and parent workshops on Transition to Kindergarten issues for parents enrolled in neighboring child care facilities. 3) Provide a Transition to Kindergarten Workshop during the month of May for all parents currently enrolled for Kindergarten for the 2017-2018 year.

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.

N/A

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

N/A

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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.   If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G087724

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Reading - African American	76.0
AMO Reading - Hispanic	64.0
AMO Reading - ELL	57.0
AMO Reading - SWD	47.0
AMO Reading - ED	65.0
AMO Math - All Students	74.0
AMO Math - African American	76.0
AMO Math - ED	73.0
AMO Math - ELL	74.0
AMO Math - Hispanic	73.0
AMO Math - SWD	58.0

Targeted Barriers to Achieving the Goal 3

- Limited opportunity for the students to engage in collaborative strategies to address rigorous questions and problem-solving skills that will yield on student independence.

- Lack of a clear vision for data interpretation to effectively monitor student's progress.

- Lack of student applied technology skills to develop, create and present technology based projects.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core: McGraw-Hill Wonders and Wonderworks Programs, District ELA/ESOL Pacing Guides Supplemental: Florida Language Arts Standards, Item Specifications, ELL Matrix, Task Cards, FCRR, IBTP, LearnZillion, ReadWorks, Imagine Learning, i-Ready and SECME Stars III Program.

- Core: Go Math Teacher Edition; Go Math (Online) - Destination Math Animated Math Models, LearnZillion and Engage NY Supplemental; Gizmos (Grade 3-5), i-Ready, Reflex Math, Ready Common Core Workbooks, Additional 30 minute Intervention block outside of the 60 minute instructional block, Promethean Boards and SECME Stars III Program.

- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, P-SELL, Bell Ringers, Elementary Science Department Online Instructional Resources http://science.dadeschools.net/elem/instructionalResources/default.html Supplemental: J&J Bootcamp, Science Fusion, Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, SECME Stars III program.

Plan to Monitor Progress Toward G1. `8`

Data will be collected through various sources such as i-Ready, Unit assessments, ORFs, Phonics Inventory, FSA Weekly Assessments, Topic Assessments and Mini-Standards Assessment.

Person Responsible
Jazmin Gonzalez-jimenez

Schedule
Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion
Data chats, sign-in sheets and data chats schedules, teachers' data binder

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 core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G087724

G1.B1 Limited opportunity for the students to engage in collaborative strategies to address rigorous questions and problem-solving skills that will yield on student independence. [2]

🔑 B233228

G1.B1.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of concepts, and provide opportunities for student reflection and self-corrections. [4]

🔑 S246151

Strategy Rationale

Exposure to collaborative strategies and collaboration with their peers will enhance the students' skills to answer HOT questions to target comprehension and student independence through Metacognition strategies.

Action Step 1 [5]

Facilitate grade level planning for teachers in grades K-5 to create opportunities to develop student learning independence, cooperative learning groups and learning accountability.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, sign-in sheets, students' reading response journals

Action Step 2 [5]

Utilize the coaching cycle to support the development of rigorous, meaningful, engaging activities during weekly collaborative planning sessions in order to enhance the implementation and alignment of resources within the McGraw-Hill Reading Program, and Go-Digital Resources.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in sheet, lesson plans, student's authentic work

Action Step 3 `5`

Identify and establish model classrooms in grades K-1 and 2-5 to promote best practices during whole group and small group instruction in reading and writing.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers Walkthroughs schedules and sign-in sheets

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

Weekly Common planning time will be conducted, teachers will be scheduled to have DI one-on-one planning time with the coach, creation of HOT questions as a team on a weekly basis, aligned materials to students' needs during DI, scaffold instruction, provide opportunities for collaborative conversations, use of graphic organizers to assist students on reaching mastery of the instructional goal, and use of students' journals.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, sign-in sheets, students' reading response journals, Walkthroughs documentation, data chats schedules.

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

Monitor students' progress during whole group and DI time.

Person Responsible

Vivian Paez-Garcia

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation of students' collaborative groups, cooperative groups project authentic work, students' accountable talk.

G1.B1.S2 Conduct weekly grade level collaborative planning sessions to develop lessons that focus on accountable talk and higher order questioning strategies to probe deeper understanding considering technology enhanced resources (i.e., Go Digital!) as per student needs. 4

🔑 S246152

Strategy Rationale

By providing support to the teachers, we build capacity on them to ensure rigorous lessons, an increase the capacity to plan and implement successfully the metacognitive strategies.

Action Step 1 5

Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction and student engagement through cooperative learning model.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, sign-in sheets, students' authentic work

Action Step 2 5

Develop lessons that incorporate technology based lessons, assessments and projects in order to increase proficiency.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, sign-in sheets, Projects.

Action Step 3 `5`

Conduct weekly walkthroughs to monitor the implementation of standard based reading, mathematics and science
instruction.

Person Responsible

Maria Garcia

Schedule

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

Evidence of Completion

Walkthrough checklist, Writing response notebooks, Journals

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

Provide support to teachers during common planning time and whole group instruction to effectively implement the use of writing process in various modalities of writing in all core subjects.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

lesson plans, writing boot camps, sign in sheets and students' journals.

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

Monitor students' progress on a bi-weekly basis by evidence through assessment reports and daily technology usage.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, data chats sign in sheets and schedules. Students' written collection display.

G1.B1.S3 Utilize the coaching cycle to model cooperative learning strategies and to assist teachers in implementing effective instructional practices infusing accountable talk and higher order questioning strategies. 4

🔑 S246153

Strategy Rationale

The teachers will be exposed to model lessons in order to observe how to effectively implement the strategies that will make an impact on building student independence.

Action Step 1 5

Tier teachers according to informal observations. Apply the coaching cycle to identified tier 3 teachers in order to observe, model and debrief best practices according to student needs. Teachers will receive modeled cooperative learning strategies and assistance in implementing effective instructional practices infusing accountable talk and higher order questioning strategies.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthroughs, Coaches Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Conduct data chats with teachers and students to monitor progress effectively.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthroughs, Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Track students' progress through FSA weekly assessments, Topic assessments, and i-Ready diagnostic and growth progress monitoring.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, Walkthroughs, DI folders

G1.B2 Lack of a clear vision for data interpretation to effectively monitor student's progress. [2]

🔑 B233229

G1.B2.S1 Disaggregate and analyze student assessment data both formal and informal (Bi-Weekly Assessments, OPM's, i-Ready Diagnostics and growth monitoring progress etc..) to drive planning and instruction. [4]

🔑 S246154

Strategy Rationale

By tracking and monitoring students progress, we ensure that students demonstrate sufficient progress on a monthly basis and strategically plan to meet their needs.

Action Step 1 [5]

Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Donna Lewis

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessments, i-Ready data and Instructional Focus Calendars to include primary/secondary standards for DI centers.

Action Step 2 [5]

Conduct classroom walkthroughs on a weekly basis to monitor the differentiated instruction and students' progress monitoring.

Person Responsible

Donna Lewis

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes; Lesson Plans; Student work; Coach's Journal

Action Step 3 5

Establish a data team in order to facilitate the alignment of data to drive instruction, monitor students data and ensure correlation between student performance and the grading system.

Person Responsible

Maria Garcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign in Sheets, Agenda, Data Reports

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

During instructional planning, plan and select higher order questioning strategies that will enable accountable talk in the classroom. Students respond and reflect to those higher order questions in their interactive math, science and ELA journals.

Person Responsible

Vivian Paez-Garcia

Schedule

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

Evidence of Completion

Weekly lesson plans, Walkthroughs and Journal reflections

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

During instructional planning, instructional coaches and teachers will plan and select higher order thinking questions. Students will respond and reflect to those higher order thinking questions in their interactive journals.

Person Responsible

Vivian Paez-Garcia

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Weekly lesson plans, common planning sign-in sheets, coaches log

G1.B2.S2 Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression. `4`

🔍 `S246155`

Strategy Rationale

By conducting data chats, teachers will identify the specific needs of their students and will address them during differentiated instruction and whole group instruction.

Action Step 1 `5`

Conduct Data chats on a monthly basis, and data conversations on a biweekly basis to monitor student progress and make the necessary adjustments to DI to target needs.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in sheets, debriefing protocols, Data binder, student's DI folders, DI lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Conduct Data chats on a monthly basis

Person Responsible

Donna Lewis

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in sheets, debriefing protocols, data binder, student's DI folders, DI lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Track student's progress through bi-weekly assessments, iReady GMs, iReady Diagnostics, Science MYA assessment, ORFs and Spelling Inventories, and monthly analytical writing assessments.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, sign in sheets, debriefing protocol and walkthroughs.

G1.B2.S3 Establish a school-wide data collection system to disseminate data information that includes all data points to monitor student progress. `4`

🔧 S246156

Strategy Rationale

Tracking and monitoring tools will assist on the early identification of students' needs to provide data-driven differentiated and whole group instruction and to scaffold the instruction to reach mastery.

Action Step 1 `5`

Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Donna Lewis

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classrooms assessments and i-Ready data; instructional action plans to include primary/secondary standards for DI centers.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Data Chat protocol will be followed to ensure all information is being covered.

Person Responsible

Vivian Paez-Garcia

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, Data Chat Protocol, ORF Spreadsheets, Spelling Inventory Spreadsheets, Math DI Grouping template

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Track students' progress through weekly assessments, interim assessments, writing data spreadsheets

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, walkthroughs, DI folders

G1.B3 Lack of student applied technology skills to develop, create and present technology based projects.
2

🔑 B233230

G1.B3.S1 Launch a Digital Café PLC to assist teachers which have a lack of technology-applied skills to receive peer-to-peer training on updated technology educational software and educational programs. 4

🔑 S246157

Strategy Rationale

Exposure to technology programs will enhance the students' skills to answer high order questions to target comprehension and problem solving skills.

Action Step 1 5

Plan collaboratively with teachers on a weekly basis using the District Pacing Guide to implement the use of technology programs in the classroom, such as digital projects, and 21st century learning strategies that will make the instruction very hands-on relevant to the objectives of the specific grade level standards and expectations.

Person Responsible

Vivian Paez-Garcia

Schedule

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

Evidence of Completion

Attendance sheet of planning sessions, lesson plan, student presentation and student log

Action Step 2 5

Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.

Person Responsible

Maria Garcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans with technology incorporated, data report, usage reports and student log-ins

Action Step 3 `5`

Conduct coaching cycles with identified teachers to help with the planning and effective implementation of 21st century learning strategies.

Person Responsible

Vivian Paez-Garcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Coaches journals, sign-in sheets, debriefing protocol documents, lesson plans

Action Step 4 `5`

Create opportunities for students to learn concepts outside of the classroom by incorporating education field trips or virtual field trips (i.e plays, museums, book fairs etc.) Student apply what they have learned by completing projects and doing further research using technology tools (power points, personal video of their experience).

Person Responsible

Vivian Paez-Garcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

copies of students presentations, digital student showcase or portfolio, lesson plans, FSA data

Action Step 5 `5`

Usage of the laptop carts so that at least twice per month every class implements the teacher-created lesson on different technology program such as OneNote Class Notebook, SWAY, MyOn, Nearpod, Kahoot.it, etc.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

rotation schedules, lesson plans, usage report

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

Strategy will be monitored through grade-level common planning, walkthroughs and students digital portfolios.

Person Responsible

Vivian Paez-Garcia

Schedule

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

Evidence of Completion

Incorporate higher order thinking strategies through technology into the planning and delivery of core subject instruction in grades Kindergarten through Fifth grade.

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

Strategy will be monitored for effectiveness through grade-level common planning, walkthroughs and student's digital portfolios.

Person Responsible

Vivian Paez-Garcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, FSA data, student's digital portfolio

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 M332408	Data will be collected through various sources such as i-Ready, Unit assessments, ORFs, Phonics...	Gonzalez-jimenez, Jazmin	8/22/2016	Data chats, sign-in sheets and data chats schedules, teachers' data binder	6/8/2017 monthly
G1.B1.S1.MA1 M332394	Monitor students' progress during whole group and DI time.	Paez-Garcia , Vivian	8/22/2016	Observation of students' collaborative groups, cooperative groups project authentic work, students' accountable talk.	6/8/2017 monthly
G1.B1.S1.MA1 M332395	Weekly Common planning time will be conducted, teachers will be scheduled to have DI one-on-one...	Gonzalez-jimenez, Jazmin	8/22/2016	Lesson plans, sign-in sheets, students' reading response journals, Walkthroughs documentation, data chats schedules.	6/8/2017 monthly
G1.B1.S1.A1 A319119	Facilitate grade level planning for teachers in grades K-5 to create opportunities to develop...	Gonzalez-jimenez, Jazmin	8/22/2016	Lesson plans, sign-in sheets, students' reading response journals	6/8/2017 quarterly
G1.B1.S1.A2 A319120	Utilize the coaching cycle to support the development of rigorous, meaningful, engaging activities...	Gonzalez-jimenez, Jazmin	8/22/2016	Sign-in sheet, lesson plans, student's authentic work	6/8/2017 monthly
G1.B1.S1.A3 A319121	Identify and establish model classrooms in grades K-1 and 2-5 to promote best practices during...	Gonzalez-jimenez, Jazmin	8/22/2016	Teachers Walkthroughs schedules and sign-in sheets	6/8/2017 quarterly
G1.B2.S1.MA1 M332400	During instructional planning, instructional coaches and teachers will plan and select higher order...	Paez-Garcia , Vivian	8/22/2016	Weekly lesson plans, common planning sign-in sheets, coaches log	6/8/2017 monthly
G1.B2.S1.MA1 M332401	During instructional planning, plan and select higher order questioning strategies that will enable...	Paez-Garcia , Vivian	8/22/2016	Weekly lesson plans, Walkthroughs and Journal reflections	6/8/2017 weekly
G1.B2.S1.A1 A319126	Support teachers in disaggregating data and discuss results in order to adjust instruction,...	Lewis, Donna	8/22/2016	Data debriefing agenda, sign-in sheets; data from classroom assessments, i-Ready data and Instructional Focus Calendars to include primary/secondary standards for DI centers.	6/8/2017 monthly
G1.B2.S1.A2 A319127	Conduct classroom walkthroughs on a weekly basis to monitor the differentiated instruction and...	Lewis, Donna	8/22/2016	Walkthrough notes; Lesson Plans; Student work; Coach's Journal	6/8/2017 biweekly
G1.B2.S1.A3 A319128	Establish a data team in order to facilitate the alignment of data to drive instruction, monitor...	Garcia , Maria	8/22/2016	Sign in Sheets, Agenda, Data Reports	6/8/2017 quarterly
G1.B3.S1.MA1 M332406	Strategy will be monitored for effectiveness through grade-level common planning, walkthroughs and...	Paez-Garcia , Vivian	8/22/2016	Lesson Plans, FSA data, student's digital portfolio	6/8/2017 quarterly
G1.B3.S1.MA1 M332407	Strategy will be monitored through grade-level common planning, walkthroughs and students digital...	Paez-Garcia , Vivian	8/22/2016	Incorporate higher order thinking strategies through technology into the planning and delivery of core subject instruction in grades Kindergarten through Fifth grade.	6/8/2017 weekly
G1.B3.S1.A1 A319131	Plan collaboratively with teachers on a weekly basis using the District Pacing Guide to implement...	Paez-Garcia , Vivian	8/22/2016	Attendance sheet of planning sessions, lesson plan, student presentation and student log	6/8/2017 weekly
G1.B3.S1.A2 A319132	Implement and monitor the use of core and supplemental technological resources to reinforce and...	Garcia , Maria	8/22/2016	Lesson plans with technology incorporated, data report, usage reports and student log-ins	6/8/2017 quarterly
G1.B3.S1.A3 A319133	Conduct coaching cycles with identified teachers to help with the planning and effective...	Paez-Garcia , Vivian	8/22/2016	Coaches journals, sign-in sheets, debriefing protocol documents, lesson plans	6/8/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A4 A319134	Create opportunities for students to learn concepts outside of the classroom by incorporating...	Paez-Garcia , Vivian	8/22/2016	copies of students presentations, digital student showcase or portfolio, lesson plans, FSA data	6/8/2017 quarterly
G1.B3.S1.A5 A319135	Usage of the laptop carts so that at least twice per month every class implements the...	Gonzalez-jimenez, Jazmin	8/22/2016	rotation schedules, lesson plans, usage report	6/8/2017 quarterly
G1.B1.S2.MA1 M332396	Monitor students' progress on a bi-weekly basis by evidence through assessment reports and daily...	Gonzalez-jimenez, Jazmin	8/22/2016	Data reports, data chats sign in sheets and schedules. Students' written collection display.	6/8/2017 quarterly
G1.B1.S2.MA1 M332397	Provide support to teachers during common planning time and whole group instruction to effectively...	Gonzalez-jimenez, Jazmin	8/22/2016	lesson plans, writing boot camps, sign in sheets and students' journals.	6/8/2017 quarterly
G1.B1.S2.A1 A319122	Provide professional development during early release on effectively planning lessons that infuse...	Gonzalez-jimenez, Jazmin	8/22/2016	Lesson plans, sign-in sheets, students' authentic work	6/8/2017 quarterly
G1.B1.S2.A2 A319123	Develop lessons that incorporate technology based lessons, assessments and projects in order to...	Gonzalez-jimenez, Jazmin	8/22/2016	Lesson plans, sign-in sheets, Projects.	6/8/2017 quarterly
G1.B1.S2.A3 A319124	Conduct weekly walkthroughs to monitor the implementation of standard based reading, mathematics...	Garcia , Maria	8/22/2016	Walkthrough checklist, Writing response notebooks, Journals	6/8/2017 weekly
G1.B2.S2.MA1 M332402	Track student's progress through bi-weekly assessments, iReady GMs, iReady Diagnostics, Science MYA...	Gonzalez-jimenez, Jazmin	8/22/2016	Data reports, sign in sheets, debriefing protocol and walkthroughs.	6/8/2017 monthly
G1.B2.S2.MA1 M332403	Conduct Data chats on a monthly basis	Lewis, Donna	8/22/2016	Sign-in sheets, debriefing protocols, data binder, student's DI folders, DI lesson plans	6/8/2017 monthly
G1.B2.S2.A1 A319129	Conduct Data chats on a monthly basis, and data conversations on a biweekly basis to monitor...	Gonzalez-jimenez, Jazmin	8/22/2016	Sign-in sheets, debriefing protocols, Data binder, student's DI folders, DI lesson plans	6/8/2017 monthly
G1.B1.S3.MA1 M332398	Track students' progress through FSA weekly assessments, Topic assessments, and i-Ready diagnostic...	Gonzalez-jimenez, Jazmin	8/22/2016	Data reports, Walkthroughs, DI folders	6/8/2017 monthly
G1.B1.S3.MA1 M332399	Conduct data chats with teachers and students to monitor progress effectively.	Gonzalez-jimenez, Jazmin	8/22/2016	Walkthroughs, Data Reports	6/8/2017 quarterly
G1.B1.S3.A1 A319125	Tier teachers according to informal observations. Apply the coaching cycle to identified tier 3...	Gonzalez-jimenez, Jazmin	8/22/2016	Walkthroughs, Coaches Notes	6/8/2017 quarterly
G1.B2.S3.MA1 M332404	Track students' progress through weekly assessments, interim assessments, writing data spreadsheets	Gonzalez-jimenez, Jazmin	8/22/2016	Data reports, walkthroughs, DI folders	6/8/2017 monthly
G1.B2.S3.MA1 M332405	Data Chat protocol will be followed to ensure all information is being covered.	Paez-Garcia , Vivian	8/22/2016	Data reports, Data Chat Protocol, ORF Spreadsheets, Spelling Inventory Spreadsheets, Math DI Grouping template	6/8/2017 monthly
G1.B2.S3.A1 A319130	Support teachers in disaggregating data and discuss results in order to adjust instruction,...	Lewis, Donna	8/22/2016	Data debriefing agenda, sign-in sheets; data from classrooms assessments and i-Ready data; instructional action plans to include primary/secondary standards for DI centers.	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited opportunity for the students to engage in collaborative strategies to address rigorous questions and problem-solving skills that will yield on student independence.

G1.B1.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Facilitate grade level planning for teachers in grades K-5 to create opportunities to develop student learning independence, cooperative learning groups and learning accountability.

Facilitator

Jazmin Gonzalez-Jimenez/Vivian Paez-Garcia

Participants

K- 1st Grade Teachers 2nd- 5th Grade teachers

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

G1.B1.S2 Conduct weekly grade level collaborative planning sessions to develop lessons that focus on accountable talk and higher order questioning strategies to probe deeper understanding considering technology enhanced resources (i.e., Go Digital!) as per student needs.

PD Opportunity 1

Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction and student engagement through cooperative learning model.

Facilitator

Reading Coach and Math Coach

Participants

Job embedded training to teachers in grades K to 5th grade

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

G1.B2 Lack of a clear vision for data interpretation to effectively monitor student's progress.

G1.B2.S1 Disaggregate and analyze student assessment data both formal and informal (Bi-Weekly Assessments, OPM's, i-Ready Diagnostics and growth monitoring progress etc..) to drive planning and instruction.

PD Opportunity 1

Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Facilitator

Effective use of Data

Participants

K-5 Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B2.S2 Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

PD Opportunity 1

Conduct Data chats on a monthly basis, and data conversations on a biweekly basis to monitor student progress and make the necessary adjustments to DI to target needs.

Facilitator

Effective Data Driven Differentiated Instruction-Planning for Success

Participants

K-5 Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B2.S3 Establish a school-wide data collection system to disseminate data information that includes all data points to monitor student progress.

PD Opportunity 1

Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Facilitator

Effective Data-Driven Differentiated Instruction; Planning for Success

Participants

K-5 teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B3 Lack of student applied technology skills to develop, create and present technology based projects.

G1.B3.S1 Launch a Digital Café PLC to assist teachers which have a lack of technology-applied skills to receive peer-to-peer training on updated technology educational software and educational programs.

PD Opportunity 1

Plan collaboratively with teachers on a weekly basis using the District Pacing Guide to implement the use of technology programs in the classroom, such as digital projects, and 21st century learning strategies that will make the instruction very hands-on relevant to the objectives of the specific grade level standards and expectations.

Facilitator

Jazmin Gonzalez-Jimenez

Participants

K-5 Teachers, Bilingual and special area teachers

Schedule

Weekly, from 8/22/2016 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	Facilitate grade level planning for teachers in grades K-5 to create opportunities to develop student learning independence, cooperative learning groups and learning accountability.	$0.00
2	G1.B1.S1.A2	Utilize the coaching cycle to support the development of rigorous, meaningful, engaging activities during weekly collaborative planning sessions in order to enhance the implementation and alignment of resources within the McGraw-Hill Reading Program, and Go-Digital Resources.	$0.00
3	G1.B1.S1.A3	Identify and establish model classrooms in grades K-1 and 2-5 to promote best practices during whole group and small group instruction in reading and writing.	$0.00
4	G1.B1.S2.A1	Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction and student engagement through cooperative learning model.	$0.00
5	G1.B1.S2.A2	Develop lessons that incorporate technology based lessons, assessments and projects in order to increase proficiency.	$0.00
6	G1.B1.S2.A3	Conduct weekly walkthroughs to monitor the implementation of standard based reading, mathematics and science instruction.	$0.00
7	G1.B1.S3.A1	Tier teachers according to informal observations. Apply the coaching cycle to identified tier 3 teachers in order to observe, model and debrief best practices according to student needs. Teachers will receive modeled cooperative learning strategies and assistance in implementing effective instructional practices infusing accountable talk and higher order questioning strategies.	$0.00
8	G1.B2.S1.A1	Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	$0.00
9	G1.B2.S1.A2	Conduct classroom walkthroughs on a weekly basis to monitor the differentiated instruction and students' progress monitoring.	$0.00
10	G1.B2.S1.A3	Establish a data team in order to facilitate the alignment of data to drive instruction, monitor students data and ensure correlation between student performance and the grading system.	$0.00
11	G1.B2.S2.A1	Conduct Data chats on a monthly basis, and data conversations on a biweekly basis to monitor student progress and make the necessary adjustments to DI to target needs.	$0.00
12	G1.B2.S3.A1	Support teachers in disaggregating data and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	$0.00
13	G1.B3.S1.A1	Plan collaboratively with teachers on a weekly basis using the District Pacing Guide to implement the use of technology programs in the classroom, such as digital projects, and 21st century learning strategies that will make the instruction very hands-on relevant to the objectives of the specific grade level standards and expectations.	$0.00
14	G1.B3.S1.A2	Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.	$0.00
15	G1.B3.S1.A3	Conduct coaching cycles with identified teachers to help with the planning and effective implementation of 21st century learning strategies.	$0.00

16	G1.B3.S1.A4	Create opportunities for students to learn concepts outside of the classroom by incorporating education field trips or virtual field trips (i.e plays, museums, book fairs etc.) Student apply what they have learned by completing projects and doing further research using technology tools (power points, personal video of their experience).	$0.00
17	G1.B3.S1.A5	Usage of the laptop carts so that at least twice per month every class implements the teacher-created lesson on different technology program such as OneNote Class Notebook, SWAY, MyOn, Nearpod, Kahoot.it, etc.	$0.00
		Total:	$0.00