

Miami-Dade County Public Schools

Norland Elementary School



2016-17 Schoolwide Improvement Plan

Norland Elementary School

19340 NW 8TH CT, Miami, FL 33169

norlandbears.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	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Norland 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.

We, the staff and community of Norland Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. Our mission is to provide students with a variety of valuable learning experiences and the tools necessary to succeed, in order for them to develop the life skills necessary to become independent critical thinkers and life-long learners.

b. Provide the school's vision statement.

Norland Elementary School aims to prepare students for the 21st century by providing a positive, productive, and safe learning environment that focuses on individual differences, while infusing the daily use of technology, rigor, higher order thinking, collaboration and real world problem solving. In order to create this comprehensive, student centered learning environment, students, staff, parents, and the community must continuously collaborate to meet the needs of all stakeholders. This environment will in turn produce life-long learners and productive citizens, who will reach their maximum potential and make positive contributions to society.

2. School Environment

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

Through the Title 1 Program and the community partnership with Concerned African Women, the school attempts to create an environment which connects with the surrounding middle and senior high, as well as other local outlets. Children also participate in various themed activities such as the Character Parade, a Holiday Show, and a show that centers around African-American History.

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

Norland Elementary creates an environment where students feel safe and respected via the implementation of the Positive Behavior Support Program (PBS). PBS is a program that is designed to enhance the academic and social outcomes of all students. Our PBS Mission for the 2016-2017 school years is to create a school environment in which students are Respectful, Responsible, and Safe.

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.

PBS is the school-wide behavioral program that aids in minimizing distractions and supports student engagement during instruction. By utilizing a collaborative process that involves the emphasis of preventative methods, along with reinforcement based strategies, meaningful and durable behavioral outcomes will be achieved.

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.

The school provides individual and group solution focused counseling that addressed the proactive and reactive needs of students. The 5,000 Role Models Program provides a mentorship opportunity for young male students. The B Cubed Mentoring Program provides opportunities for students to foster healthy relationships with faculty members, in order to develop the whole child, social, emotional, and academic.

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.

The school's early warning systems consist of monthly Attendance Review Committee meetings, response to intervention, quarterly failing grades meetings with the teachers and students that are failing, monitoring logs, and monthly data chats pertaining to the logs. Early Warning Indicators used in the systems include excessive absences or tardies, students with consistent behavioral issues, students that are failing, and students receiving low scores on assessments.

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	11	10	4	3	3	4	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	2	3	2	17	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	26	34	56	0	0	0	0	0	0	0	116
Retained Students	3	2	5	24	13	10	0	0	0	0	0	0	0	57

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	1	5	7	3	5	26	0	0	0	0	0	0	0	47

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

- > Before School Tutoring
- > After school Tutoring
- > Departmentalized instruction in grades 1-5
- > Response to Intervention/SST Meetings
- > Interventionists to assist with small group instruction
- > Reading and Math Intervention Daily
- > Curriculum Support Specialists
- > Reading and Math Coaches
- > Bear Challenge
- > Parent Conferences
- > Computer access to students before and after school
- > Attendance Incentives

- >Academic Incentives
- >Field Trips
- >Teacher and Student Data Chats
- >Parent Meetings & Workshops

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/315465>.

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.

We strive to have dade partners to assist us in recognizing students for honor roll and perfect attendance.

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
Charlot, Michael	Principal
Smith, Elisa	Assistant Principal
Moline, Ruthmila	Instructional Coach
Collins, Nekeya	Teacher, K-12
Tarver, Laquanecia	Instructional Coach
Chandon, Maria	School Counselor

b. Duties

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

Administration meets with the leadership team on a weekly basis to discuss upcoming events and activities, plan for the effective implementation and monitoring of instruction based on the district's pacing guide, and engage in discussions that will lead to shared decision making. Ms. Moline and Ms. Tarver, the curriculum coaches, develop coaching calendars and cycles based on administrative feedback. Their role is to provide support to the teachers. Ms. Chandon, the counselor, develops a monthly activities calendar for the students and shares information related to student services with staff. Ms. Collins, ESOL Chairperson, assists with school-wide testing scheduling, and the development of special activities such as honor roll assemblies, promotional ceremonies, dances, and celebrations.

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 Leadership Team uses the Multi-Tiered Support System (Tier 1 - General Student Population/ Tier 2 - Students in need of additional support, who have not met proficiency or who are at risk of not meeting proficiency./Tier 3 - Students in need of additional support, who are not making adequate progress in Tier 3.) to set 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. Responding when grade levels, specific subject areas or 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. Identify select students for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic goal for the school year and describes the school's plan of action to meet that goal. The specific supports and actions needed to implement the SIP strategies are closely monitored and examined mid-year via the mid-year reflection. Adjustments are made to the plan as needed, based on the mid-year reflection. The Multi-Tiered Support System (MTSS) process is used to carry out, monitor, and adjust the supports that are

defined above. 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.

Title I Part A

Through Title I funds, services are provided to ensure that students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school tutoring programs or summer school). A school based Title I funded Community Involvement Specialists (CIS) serves as a bridge between the home and school through home visits, telephone calls, and school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs, while identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student need, while doing the following: 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 of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and program monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages) and the school improvement process at the annual Title I Annual Parent Meeting at the beginning of the school year. At the annual Title I Parent Meeting, parents are provided with the M-DCPS Title I Parent/Family Involvement Survey. This survey measures the parent program over the course of the previous year and facilitates an evaluation of the parent involvement program, in order to inform planning for the current year. An all out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey is available in English, Spanish and Haitian-Creole, and is also available to parents online and via hard copy (at schools and at District meetings). Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers

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 that homeless students receive the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists the school 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento

Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

-Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity awareness curriculum and contest to all the schools. Each school is provided a video and curriculum manual.

-Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

-The counselor continues to participate in community organization meetings and task forces as they relate to homeless children and youth.

Norland Elementary School has identified the counselor as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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 and elementary counselor.

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.

--All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

-Norland Elementary School implements 5 lessons on Bullying and Violence Prevention per grade level Pre-K through 5th grade.

Nutrition Program

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Health Connect in Our Schools

-Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

--HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

--HCiOS enhances 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
Marcus Johnson	Teacher
Maria Chandon	Teacher
Karline Raphael	Teacher
Tereka Jennings-Lawrence	Teacher
Denise Stewart	Teacher
Dwight Rainford	Education Support Employee
Kendra Walker	Parent
Nikeyta Jackson	Parent
Fiberte Joseph	Parent
Marquita Smith	Business/Community
Tammie Jackson	Business/Community
Andrea Jones	Business/Community
Kim Dixon	Education Support Employee
Gail Clotman	Teacher

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 school advisory council assisted with developing, reviewing, and providing feedback on the implementation strategies and action steps identified in the school improvement plan.

b. Development of this school improvement plan

The school advisory council will assist the administration in the development of the upcoming year's SIP based on the previous year's student achievement results. This council will work collaboratively with administration to ensure that the noted school improvements are implemented throughout the school, based on the state's system of improvement and accountability.

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

The school advisory council will provide support with the preparation of the school's annual budget plan.

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

The state allocated funds totaling \$1,642.00 were used to purchase student attendance and academic achievement incentives throughout the school year.

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
Charlot, Michael	Principal
Smith, Elisa	Assistant Principal
Tarver, Laquanecia	Instructional Coach
Chandon, Maria	School Counselor
Moline, Ruthmila	Instructional Coach
Collins, Nekeya	Teacher, K-12

b. Duties

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

The LLT will promote literacy within the school by increasing participation in the iReady Reading Program, implementing strategies to improve reading (specifically as it relates to students' ability to locate, interpret, and organize information), interpreting data with stakeholders and developing strategic plans based on the data, involving parents by providing parent workshops and informational meetings, which will in turn promote a school-wide culture of reading.

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.

- >The school's social committee provides monthly events to build a positive school morale.
- >Teachers plan collaboratively once a week with teachers on their grade level, coaches, and administration, in order to share ideas, collaborate, and build positive collegial relationships

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

Recruitment strategies include participation in a job fair showcasing our school programs and initiatives. Retention strategies include:

- >Monthly meetings with new teachers facilitated by the assistant principal
- >Ongoing professional Development and model lessons provided by reading and math coaches
- >Weekly meetings with grade level team to collaborate and share best practices
- >Pairing new teachers with a MINT Certified mentor teacher to provide assistance and support
- >Monthly Teacher Spot Success to highlight outstanding achievements

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

New/beginning teachers are paired with a MINT Certified mentor teacher on their grade level and/or subject area. Mentor teachers are identified based on their outstanding knowledge of content, materials, and methods that support high standards, as well as the evidence of effective teaching and student achievement gains. Mentoring activities include meeting with the mentee during planning to review lesson plans, instructional strategies, share best practices and address any concerns that the mentee may have.

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.

The school runs its core programs in accordance with the Florida Department of Education and Miami-Dade County Public Schools. School site monitoring and instructional reviews at the district, region, and state levels ensure the school's compliance with all pertinent regulations.

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.

Instructional focus in whole group and differentiated instruction settings is tailored around the Continuous Improvement Model. Instructional staff collaborate with peers at the vertical and horizontal levels, as well as, with curriculum support specialists through common planning. Classroom walk throughs at the administrative level ensure fidelity with this process.

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: Before School Program

Minutes added to school year: 2,600

Targeted students that are working below grade level, students that have regressed, bubble students, and ESOL students are identified for participation in before and after school tutoring that addresses their area of need.

Strategy Rationale

This program will provide added exposure to reading and math content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Elisa, epsmith@dadeschools.net

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

iReady Diagnostic data, as well as Topic Assessments in Math and Bi-Weekly Assessments in Reading will determine effectiveness of strategy.

Strategy: After School Program

Minutes added to school year: 3,600

Targeted students that are working below grade level, students that have regressed, and bubble students are identified for participation in before and after school tutoring that addresses their area of need.

Strategy Rationale

This program will provide added exposure to reading and math content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Elisa, epsmith@dadeschools.net

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

iReady Diagnostic data, as well as Topic Assessments in Math and Bi-Weekly Assessments in Reading will determine effectiveness of strategy.

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.

During the month of May, a kindergarten Round-up is held with parents of incoming Kindergarten students. This Round-Up is presented by the administrators, Kindergarten teachers and the Community Involvement Specialist for the purpose of providing Kindergarten readiness information to parents. Additionally, students and teachers from Head Start programs in the community are invited to visit our Kindergarten classrooms and follow their morning routine. All incoming Kindergarten students are assessed with a screening inventory to assess their readiness skills for Kindergarten.

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. 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.

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Student achievement will be increased through the improvement of effective instructional planning for content mastery, pacing, and transitions.

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. Student achievement will be increased through the improvement of effective instructional planning for content mastery, pacing, and transitions. **1a**

 G087775

Targets Supported **1b**

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	35.0
FSA ELA Achievement	23.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	78.0
FSA Mathematics Achievement	41.0
Math Gains	67.0
Math Lowest 25% Gains	61.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal **3**

- Teachers lack the preparation to effectively aligning instructional delivery to meet student learning needs in content areas.
- Teachers lack effective time management within the Gradual Release of Responsibility Model to increase opportunities for students' success in independent practice.
- There is evidence of inconsistent use of the Science Next Generation State Standards for planning and delivery of rigorous instruction.
- 11% of students have missed 11-15 days of instruction
- Teachers need support to appropriately utilize iReady Toolbox to align instruction to students' individual needs and effectively plan for differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teachers, Administrators, Instructional Coaches, Interventionists, Curriculum Support Specialist, I-Ready Toolbox, McGraw Hill Tier 2 resources, Go Math series, J&J Boot Camp, ETO One Drive (Science)

Plan to Monitor Progress Toward G1. 8

Monitor the effective use of iReady toolbox

Person Responsible

Michael Charlot

Schedule

Monthly, from 10/10/2016 to 6/2/2017

Evidence of Completion

DI folders, DI lesson plans, Monitoring Logs, and data chats

Plan to Monitor Progress Toward G1. 8

Monitor differentiated instruction

Person Responsible

Elisa Smith

Schedule

Quarterly, from 9/21/2016 to 5/31/2017

Evidence of Completion

Increase in iReady Mid Year and End of Year scores test scores, Data Chats, walk thorough

Plan to Monitor Progress Toward G1. 8

Monitor Biweekly and weekly common planning meetings

Person Responsible

Elisa Smith

Schedule

Weekly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Lessons plans and walkthroughs, common planning agendas, and data chats

Plan to Monitor Progress Toward G1. 8

Monitor Science journals and lab write-ups

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Check for understanding write-ups, journals, and bell ringer checks

Plan to Monitor Progress Toward G1. 8

Monitor the use of pacing guides, planning cards and item specification aligned to the standards.

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/19/2016 to 3/27/2017

Evidence of Completion

Lesson plans, student journals, and walk throughs

Plan to Monitor Progress Toward G1. 8

Monitor the implementation of attendance strategies

Person Responsible

Maria Chandon

Schedule

Weekly, from 10/10/2016 to 6/8/2017

Evidence of Completion

CIS Log, iAttend monthly reports, increased student attendance

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

 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will be increased through the improvement of effective instructional planning for content mastery, pacing, and transitions. 1

 G087775

G1.B1 Teachers lack the preparation to effectively aligning instructional delivery to meet student learning needs in content areas. 2

 B233356

G1.B1.S1 During common planning teachers will unwrap the standards and discuss appropriate end products. K and 1teachers will carry out the GRM effectively for appropriate instructional practices to meet the needs of students and increase teachers' knowledge base. 2-5 teachers will increase rigor by digging deep using the achievement level descriptors. 4

 S246263

Strategy Rationale

To increase effective instructional delivery through appropriate planning that would result in an increase in student success, in addition to increasing teachers' content knowledge base.

Action Step 1 5

Utilize Collaborative Planning time to select appropriate strategies/end products aligned to the standards.

Person Responsible

Laquanecia Tarver

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

sign in sheets, agenda, authentic student work as end products, and Informal Observations

Action Step 2 5

Professional Development on increasing rigor on LAFS and interpreting data

Person Responsible

Laquanecia Tarver

Schedule

On 11/8/2016

Evidence of Completion

Aligning standards to end products using DOK Training Sign-in, agenda

Action Step 3 5

Monitoring the implementation of instructional practices

Person Responsible

Michael Charlot

Schedule

Biweekly, from 11/14/2016 to 5/26/2017

Evidence of Completion

Formal & Informal Observations, Monitoring Logs

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

Monitor the effectiveness of the goal

Person Responsible

Michael Charlot

Schedule

Monthly, from 11/14/2016 to 4/28/2017

Evidence of Completion

Checking DEP, journals and assessments through data chats with teachers

G1.B2 Teachers lack effective time management within the Gradual Release of Responsibility Model to increase opportunities for students' success in independent practice. 2

 B233357

G1.B2.S1 Utilize the instructional framework of the Gradual Release of Responsibility Model to ensure the pacing of lessons. 4

 S246264

Strategy Rationale

To ensure teachers are presenting lessons through the use of explicit instruction by modeling, co-teaching, debriefing and monitoring.

Action Step 1 5

Implementing a time management framework

Person Responsible

Ruthmila Moline

Schedule

On 10/12/2016

Evidence of Completion

Sign in Sheets, agenda, You Do Template

Action Step 2 5

Utilizing collaborative planning to discuss the GRM framework & time management for the lessons

Person Responsible

Ruthmila Moline

Schedule

Weekly, from 10/4/2016 to 12/23/2016

Evidence of Completion

GR lesson plan, agenda, increase in topic assessments scores

Action Step 3 5

Monitoring of Time Management and GRM Framework

Person Responsible

Elisa Smith

Schedule

Biweekly, from 10/10/2016 to 3/17/2017

Evidence of Completion

Monitoring Log, DI Folders, Informal & Formal Observations

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

Monitor Science Journals and Lab Write-ups

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Check for understanding write-up in Science Journals, Bell-ringers check

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

Bi-weekly and weekly common planning meetings

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/10/2016 to 4/21/2017


Evidence of Completion

Lessons plans should show content-based lesson that drive rigorous instruction

G1.B3 There is evidence of inconsistent use of the Science Next Generation State Standards for planning and delivery of rigorous instruction. **2**

 B233358

G1.B3.S1 Utilize the Next Generation Sunshine State Standards to align lessons and deliver rigorous instruction. **4**

 S246265

Strategy Rationale

Teachers will utilize the ETO One Drive on a consistent basis to develop effective labs and rigorous instruction with the support of ETO CSS and assistant principal.

Action Step 1 **5**

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities and tasks to the standards for grades K-5.

Person Responsible

Elisa Smith

Schedule

On 3/31/2017

Evidence of Completion

Lessons plans, sign in sheets, formal and informal observations

Action Step 2 **5**

Provide opportunities for collaborative planning with K-5 teachers where the One Drive is their main resource to develop rigorous instruction.

Person Responsible

Elisa Smith

Schedule

Biweekly, from 10/10/2016 to 4/28/2017

Evidence of Completion

Sign In sheets, Science Quarterly Assessment, Planning sheets, One Drive Activities, Science Interactive Journals (5th grade)

Action Step 3 5

Monitoring of the Science Block in K-5

Person Responsible

Michael Charlot

Schedule

Monthly, from 10/17/2016 to 4/28/2017

Evidence of Completion

Informal and Formal Observation

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

Monitor the use of the pacing guide, planning cards and Item Specs aligned to the standards.

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Lessons plans, students journals and/or work samples

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

Monitor Grade 5 students' Science Journal to see if labs and write ups are implemented

Person Responsible

Elisa Smith

Schedule

Biweekly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Lab write up in Science Journal, walkthroughs

G1.B4 11% of students have missed 11-15 days of instruction **2**

 B233359

G1.B4.S1 The school will reduce the percentage of students with excessive absences by incorporating bi-weekly Attendance Review Committee meetings, the Are You Here Program, and student incentives for regularly attending school. **4**

 S246266

Strategy Rationale

The goal is to reduce the number of students with 11 - 15 absences.

Action Step 1 **5**

Target attendance students via the Attendance Bulletin and contact parents whose child has been absent more than five days

Person Responsible

Maria Chandon

Schedule

Daily, from 9/5/2016 to 6/9/2017

Evidence of Completion

Teacher Contact Log, iAttend Monthly Report

Action Step 2 **5**

Bear Buck Incentive Program

Person Responsible

Maria Chandon

Schedule

Weekly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Counselor's Log

Action Step 3 5

Are You In School Today? - incentive program

Person Responsible

Maria Chandon

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Treasure Chest prize, increase in daily attendance averages

Action Step 4 5

Truancy Intervention Program

Person Responsible

Elisa Smith

Schedule

Monthly, from 9/6/2016 to 6/9/2017

Evidence of Completion

CIS Log, SCAMs, iAttend Monthly Report

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

Monitor the implementation of the strategies

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/10/2016 to 6/9/2017

Evidence of Completion

Informal and Formal Observations, Data Chats

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

Monitor for Effectiveness

Person Responsible

Michael Charlot

Schedule

Monthly, from 10/10/2016 to 6/9/2017

Evidence of Completion

Informal and Formal Observation, Data Chats, Monitoring Logs

G1.B5 Teachers need support to appropriately utilize iReady Toolbox to align instruction to students' individual needs and effectively plan for differentiated instruction. 2

 B233360

G1.B5.S1 To increase explicit instruction in differentiated instruction that is aligned to students' instructional needs. 4

 S246267

Strategy Rationale

To improve students' overall academic performance.

Action Step 1 5

Professional Development on utilizing iReady Toolbox

Person Responsible

Laquanecia Tarver

Schedule

On 9/28/2016

Evidence of Completion

Meeting agenda, sign in sheet

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

Monitoring differentiated instruction to ensure that the i-Ready Toolbox resources are being utilized effectively.

Person Responsible

Michael Charlot

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

DI Folder, Monitoring Logs, Data Chats, Walk throughs

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

Collaborative Planning, Data Chats

Person Responsible

Laquanecia Tarver




















Schedule

Weekly, from 10/3/2016 to 5/26/2017











Evidence of Completion

ELA weekly test results, Informal and formal observations, Monitoring Logs

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.B3.S1.MA1  M332647	Monitor the use of the pacing guide, planning cards and Item Specs aligned to the standards.	Smith, Elisa	10/19/2015	Lessons plans, students journals and/or work samples	5/27/2016 monthly
G1.B5.S1.A1  A319384	Professional Development on utilizing iReady Toolbox	Tarver, Laquanecia	9/28/2016	Meeting agenda, sign in sheet	9/28/2016 one-time
G1.B2.S1.A1  A319374	Implementing a time management framework	Moline, Ruthmila	10/3/2016	Sign in Sheets, agenda, You Do Template	10/12/2016 one-time
G1.B1.S1.A2  A319372	Professional Development on increasing rigor on LAFS and interpreting data	Tarver, Laquanecia	11/8/2016	Aligning standards to end products using DOK Training Sign-in, agenda	11/8/2016 one-time
G1.B2.S1.A2  A319375	Utilizing collaborative planning to discuss the GRM framework & time management for the lessons	Moline, Ruthmila	10/4/2016	GR lesson plan, agenda, increase in topic assessments scores	12/23/2016 weekly
G1.B2.S1.A3  A319376	Monitoring of Time Management and GRM Framework	Smith, Elisa	10/10/2016	Monitoring Log, DI Folders, Informal & Formal Observations	3/17/2017 biweekly
G1.MA5  M332656	Monitor the use of pacing guides, planning cards and item specification aligned to the standards.	Smith, Elisa	10/19/2016	Lesson plans, student journals, and walk throughs	3/27/2017 monthly
G1.B3.S1.A1  A319377	Provide Professional Development of the use of pacing guide, planning cards, and item specification...	Smith, Elisa	10/10/2016	Lessons plans, sign in sheets, formal and informal observations	3/31/2017 one-time
G1.MA3  M332654	Monitor Biweekly and weekly common planning meetings	Smith, Elisa	10/10/2016	Lessons plans and walkthroughs, common planning agendas, and data chats	4/21/2017 weekly
G1.MA4  M332655	Monitor Science journals and lab write-ups	Smith, Elisa	10/10/2016	Check for understanding write-ups, journals, and bell ringer checks	4/21/2017 monthly
G1.B2.S1.MA1  M332644	Bi-weekly and weekly common planning meetings	Smith, Elisa	10/10/2016	Lessons plans should show content-based lesson that drive rigorous instruction	4/21/2017 monthly
G1.B2.S1.MA1  M332645	Monitor Science Journals and Lab Write-ups	Smith, Elisa	10/10/2016	Check for understanding write-up in Science Journals, Bell-ringers check	4/21/2017 monthly
G1.B3.S1.MA1  M332646	Monitor Grade 5 students' Science Journal to see if labs and write ups are implemented	Smith, Elisa	10/10/2016	Lab write up in Science Journal, walkthroughs	4/21/2017 biweekly
G1.B1.S1.MA1  M332643	Monitor the effectiveness of the goal	Charlot, Michael	11/14/2016	Checking DEP, journals and assessments through data chats with teachers	4/28/2017 monthly
G1.B3.S1.A2  A319378	Provide opportunities for collaborative planning with K-5 teachers where the One Drive is their...	Smith, Elisa	10/10/2016	Sign In sheets, Science Quarterly Assessment, Planning sheets, One Drive Activities, Science Interactive Journals (5th grade)	4/28/2017 biweekly
G1.B3.S1.A3  A319379	Monitoring of the Science Block in K-5	Charlot, Michael	10/17/2016	Informal and Formal Observation	4/28/2017 monthly
G1.B1.S1.A3  A319373	Monitoring the implementation of instructional practices	Charlot, Michael	11/14/2016	Formal & Informal Observations, Monitoring Logs	5/26/2017 biweekly
G1.B5.S1.MA1  M332650	Collaborative Planning, Data Chats	Tarver, Laquanecia	10/3/2016	ELA weekly test results, Informal and formal observations, Monitoring Logs	5/26/2017 weekly
G1.MA2  M332653	Monitor differentiated instruction	Smith, Elisa	9/21/2016	Increase in iReady Mid Year and End of Year scores test scores, Data Chats, walk throughs	5/31/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1  M332652	Monitor the effective use of iReady toolbox	Charlot, Michael	10/10/2016	DI folders, DI lesson plans, Monitoring Logs, and data chats	6/2/2017 monthly
G1.B5.S1.MA1  M332651	Monitoring differentiated instruction to ensure that the i-Ready Toolbox resources are being...	Charlot, Michael	10/3/2016	DI Folder, Monitoring Logs, Data Chats, Walk throughs	6/2/2017 monthly
G1.MA6  M332657	Monitor the implementation of attendance strategies	Chandon, Maria	10/10/2016	CIS Log, iAttend monthly reports, increased student attendance	6/8/2017 weekly
G1.B1.S1.A1  A319371	Utilize Collaborative Planning time to select appropriate strategies/end products aligned to the...	Tarver, Laquanecia	8/29/2016	sign in sheets, agenda, authentic student work as end products, and Informal Observations	6/9/2017 weekly
G1.B4.S1.MA1  M332648	Monitor for Effectiveness	Charlot, Michael	10/10/2016	Informal and Formal Observation, Data Chats, Monitoring Logs	6/9/2017 monthly
G1.B4.S1.MA1  M332649	Monitor the implementation of the strategies	Smith, Elisa	10/10/2016	Informal and Formal Observations, Data Chats	6/9/2017 monthly
G1.B4.S1.A1  A319380	Target attendance students via the Attendance Bulletin and contact parents whose child has been...	Chandon, Maria	9/5/2016	Teacher Contact Log, iAttend Monthly Report	6/9/2017 daily
G1.B4.S1.A2  A319381	Bear Buck Incentive Program	Chandon, Maria	9/5/2016	Counselor's Log	6/9/2017 weekly
G1.B4.S1.A3  A319382	Are You In School Today? - incentive program	Chandon, Maria	8/29/2016	Treasure Chest prize, increase in daily attendance averages	6/9/2017 monthly
G1.B4.S1.A4  A319383	Truancy Intervention Program	Smith, Elisa	9/6/2016	CIS Log, SCAMs, iAttend Monthly Report	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. Student achievement will be increased through the improvement of effective instructional planning for content mastery, pacing, and transitions.

G1.B1 Teachers lack the preparation to effectively aligning instructional delivery to meet student learning needs in content areas.

G1.B1.S1 During common planning teachers will unwrap the standards and discuss appropriate end products. K and 1 teachers will carry out the GRM effectively for appropriate instructional practices to meet the needs of students and increase teachers' knowledge base. 2-5 teachers will increase rigor by digging deep using the achievement level descriptors.

PD Opportunity 1

Professional Development on increasing rigor on LAFS and interpreting data

Facilitator

Reading Transformational Coach

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 11/8/2016

G1.B2 Teachers lack effective time management within the Gradual Release of Responsibility Model to increase opportunities for students' success in independent practice.

G1.B2.S1 Utilize the instructional framework of the Gradual Release of Responsibility Model to ensure the pacing of lessons.

PD Opportunity 1

Implementing a time management framework

Facilitator

Math Transformational Coach

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 10/12/2016

G1.B3 There is evidence of inconsistent use of the Science Next Generation State Standards for planning and delivery of rigorous instruction.

G1.B3.S1 Utilize the Next Generation Sunshine State Standards to align lessons and deliver rigorous instruction.

PD Opportunity 1

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities and tasks to the standards for grades K-5.

Facilitator

Assistant Principal

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 3/31/2017

G1.B5 Teachers need support to appropriately utilize iReady Toolbox to align instruction to students' individual needs and effectively plan for differentiated instruction.

G1.B5.S1 To increase explicit instruction in differentiated instruction that is aligned to students' instructional needs.

PD Opportunity 1

Professional Development on utilizing iReady Toolbox

Facilitator

Transformational Coaches

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 9/28/2016

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	Utilize Collaborative Planning time to select appropriate strategies/end products aligned to the standards.	\$0.00
2	G1.B1.S1.A2	Professional Development on increasing rigor on LAFS and interpreting data	\$0.00
3	G1.B1.S1.A3	Monitoring the implementation of instructional practices	\$0.00
4	G1.B2.S1.A1	Implementing a time management framework	\$0.00
5	G1.B2.S1.A2	Utilizing collaborative planning to discuss the GRM framework & time management for the lessons	\$0.00
6	G1.B2.S1.A3	Monitoring of Time Management and GRM Framework	\$0.00
7	G1.B3.S1.A1	Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities and tasks to the standards for grades K-5.	\$0.00
8	G1.B3.S1.A2	Provide opportunities for collaborative planning with K-5 teachers where the One Drive is their main resource to develop rigorous instruction.	\$0.00
9	G1.B3.S1.A3	Monitoring of the Science Block in K-5	\$0.00
10	G1.B4.S1.A1	Target attendance students via the Attendance Bulletin and contact parents whose child has been absent more than five days	\$0.00
11	G1.B4.S1.A2	Bear Buck Incentive Program	\$0.00
12	G1.B4.S1.A3	Are You In School Today? - incentive program	\$0.00
13	G1.B4.S1.A4	Truancy Intervention Program	\$0.00
14	G1.B5.S1.A1	Professional Development on utilizing iReady Toolbox	\$0.00
Total:			\$0.00