Morningside K 8 Academy

2016-17 Schoolwide Improvement Plan

Morningside K 8 Academy

6620 NE 5TH AVE, Miami, FL 33138

http://morningside.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)
Combination School PK-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

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.

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 Morningside K 8 Academy

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 Morningside K-8 Academy is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a multilingual program in which mathematics, science, social studies, reading, speaking, and writing in the English language are stressed and incorporated with a strong technology component. We will emphasize self-worth by valuing our students as individuals and respecting their different cultures. As part of our curriculum, we will provide a differentiated approach to instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of Florida Standards and the use of the best instructional practices, an arena is created that stimulates, challenges, and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

b. Provide the school's vision statement.

The Morningside K-8 Academy community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. We will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

2. School Environment

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

The school provides parents and students an opportunity to visit the school during an Yearly Open House and Monthly "Second-Cup-Of-Coffee" Meetings affording school staff a venue to learn about the students and their families. In addition, the School's Community Involvement Specialist conducts frequent home-visits to deliver and secure information that will assist students and teachers for planning, teaching and learning in order to maximize opportunities for all. Students complete classroom multicultural projects about their families and their heritage throughout the year as well as participate in a culminating Multicultural Experience which incorporates the students' and their families heritage. Throughout the school-year, the school's social worker, counselor and Community Involvement Specialist provide family workshops to the parents and caretakers on various topics focused on home and school relationships and communication. Various family and school staff events take place throughout the year: Literacy Night, STEM Night, Book Fair Night, and Science Fair Showcase Night. The PTSA holds an annual "Taste of Morningside" event (currently on 3rd year) where food, music and art/crafts from countries representing the school's demographics are showcased by local vendors. The school's community, including members not directly connected to

the school through a current student (neighbors, business owners, and prospective parents), are invited to partake; thus, creating awareness and acceptance of all cultures represented.

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

Creating and maintaining a respectful and safe school environment is a priority for Morningside K-8 Academy. Students begin the day by reciting the school creed. The M-DCPS Values Matter Campaign is implemented school wide and a targeted monthly value is taught and incorporated within all lessons and activities. The values are listed on school calendar, weekly curriculum bulletin, and school website to inform the community of the value being taught and practice in daily experiences in school and at home. Students share the value during morning announcements and student(s) that exhibit the value are nominated by their teachers and peers to be featured monthly through the "Do the Right Thing" program. School patrols are selected based on behavior and values that are measured through the values matter campaign protocol. School Patrols are respected as model students and are visible throughout before and after school. Staff and students have a strong sense of pride in themselves and their school community and there is an expectation that students conduct themselves in a manner that is respectful.

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.

A school wide behavior monitoring plan is implemented grades PK-though 8th providing school wide rules, consequences and rewards. Counselor and Teachers review the behavior plan with students and parents during Parent Resource Meetings and individualized parent, teacher and counselor conferences. Enrichment activities contribute to well rounded education and cultural enrichment. The Community Involvement Specialist coordinates and implements workshops through a partnership with the Parent Academy to foster parent participation and collaboration with academia and behavioral expectations. A Discipline Committee has been established for the 2016-2017 school year to further evaluate the school's needs and provide additional resources for behavior intervention as well as reward system.

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.

Behavioral Counselor and Elementary Counselor provide on-going counseling sessions for students based on individual needs and/or requested services by teachers, student and/or parent. In addition, the school builds strong and on-going partnerships with community agencies which are invited to participate in parenting sessions to provide resources to families as well as to provide services to students based on parent/student requests and needs. Counselor meets with individual students based on their individual social emotional needs and small group counseling sessions targeted towards school wide needs. The school social worker works closely with administration and teachers to determine areas of concerns and needs to provide services where needed. In addition, the Social Worker provides parents with resources outside the school to further assist when the student and/or family is experiencing social-emotional needs.

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

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

Attendance Initiative for students under the attendance early warning indicator: The staff and administrators at Morningside K-8 Academy work closely with all stakeholders, within the school's community, to provide a safe learning environment conducive to increasing student achievement. Morningside K-8 Academy Administrative Staff has developed and implemented the 2016-2017 School Attendance Action Plan where the school's Intervention Points are addressed with specific Action/Intervention closely monitored by key leadership personnel with specific frequency for monitoring. This plan has bee shared with the faculty and staff members and during a faculty meeting. Trained Staff will continue to educate all stakeholders on the proper use and implementation of the Miami-Dade County Public Schools Code of Student Conduct. For the 2016 School Year, the Road Map to Progressive Discipline will be implemented along with the Code of Student Conduct in an effort to reduce and ultimately eliminate outdoor suspension. The following school-wide initiatives have been incorporated within the day-to-day operation of the school to passion model student behavior.

Professional Development for all staff members, including, but not limited to, security personnel, cafeteria personnel, custodial personnel, teachers, support staff, students, and parents on the content of the Miami-Dade County Public Schools Code of Student Conduct and the school-wide Progressive Discipline Plan. The school's Progressive Discipline Plan is intended to support a safe learning and teaching environment in which every child can reach his or her full potential. The Progressive Discipline Plan uses a continuum of interventions, support and consequences, building upon strategies that promote positive behaviors. The consequences, interventions and support include learning opportunities for students in order to reinforce positive behaviors. Under the Progressive Discipline Plan consequences increase upon repeat occurrences and severity of the infractions. Progressive Discipline Plan will include the following corrective actions: Teacher/Student Conference, Teacher/Parent/Student Conference, referral to school counselor, peer mediation, assigned to adult mentor, development of behavior contract, after school detention, temporary and/or permanent withdrawal from privileges, temporary withdrawal from class, permanent class change and/or referral to community agency.

Administrators will use the District manual "Procedures for Promoting and Maintaining a Safe Learning Environment" to implement the Code of Student Conduct and provide guidance and assistance to school personnel and parents.

A school-wide behavior management plan in grades K-8 has been designed with input from teachers, parents and students to enhance students' potential for learning and foster positive behavior. The Plan will include model behaviors and recognition strategies, disruptive behaviors and corrective strategies. Corrective strategies will include the Roadmap to Progressive Discipline Corrective Strategies.

The M-DCPS Values Matter Campaign continuous to be a priority at the school; thus, School-wide Values Matter Campaign is incorporated in daily activities through lessons and videos.

School counselor and EBD Clinician will work closely with students, teachers and parents to help students in developing the core values necessary to become responsible, caring and active learners. Grade 6-8 students will attend an orientation and follow-up quarterly sessions on October 17, 2016, January 9, 2017, and April 7, 2017. Reinforce the school-wide uniform policy in order to foster a safe and equitable learning environment for all.

Partnership with Florida International University Center for Children and Families to provide teachers and students support with school Progressive Discipline Plan by offering professional development for teachers, counseling groups for students to pro-actively address infractions and parenting classes for parents.

Community based agencies such as the following have established a partnership with the school in order to provide services to students and/or their families to address mental health and children/family counseling.

Jackson North Health Center -Citrus Health-Miami Behavioral Health Center Inc. -Family Central - Changing Live for a Lifetime-Chrysalis Health Center

Students exhibiting early warnings of course failure in English Language Arts, Mathematics, Science and/ Civics are placed on a daily progress report and intervention program to provide them with targeted instruction. Parent, teacher and student conferences are scheduled for all students at risk of receiving a failing grade in an effort to develop a team approach to remediation of deficiencies at school and with parental/home support.

All Level 1 students are placed in intensive reading classes, intervention groups and offered after-school and Saturday tutorial services. Students are provided prescribed skilled based instruction and monitored on-going to determine further needs or mastery of skills.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	2	5	3	4	2	2	0	1	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	3	2	3	4	0	0	0	0	12
Course failure in ELA or Math	4	1	0	3	1	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	3	10	9	2	10	39	0	27	17	0	0	0	0	117
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	3	11	9	2	10	39	0	27	17	0	0	0	0	118

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

School's curriculum team will review student data and provide tutoring in different content areas before and after school to students based on their individual needs. Teachers will provide intervention in reading and math during differentiated instruction as well as intervention time.

RtI process will be implemented in grades K-8 for any student showing deficiencies on diagnostic assessments in both reading and mathematics through the Tier II Model. School teachers, by grade levels, psychologist, counselor, instructional coaches and administrator(s) will meet on a monthly basis to review data and on-going monitoring data and develop intervention plans as needed.

Tier III students will be mentored and monitored by teachers and counselors based on their individual needs for behavioral and/academics. Teachers will provide prescribed intervention instruction on a daily basis.

The school counselor will provide small group and individual counseling to students in need of support for behavioral and/or social-emotional issues.

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 available at the school site.

2. Description

• Family members, students and teachers will be invited to participate in workshops that foster student achievement and enhance parenting skills.
• Conduct training events at different times throughout the school day to accommodate working parents.

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.

The Administrative Team as well as the teachers build relationships with community members through networking opportunities by attending local Kiwanis Club Meetings, PTSA Meetings, EESAC Meetings, and Local Community Events.

In addition, the school holds several events throughout the year that are open to the members of the community from family homes and businesses. These events include, but are not limited to, Magnet Recruitment Fair, Book Fairs, STEM Night and Science Night, Literacy Night, Holiday Musical, Art Exhibit, PTSA Meeting and PTSA Sponsored events such as the "Taste of Morningside".

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
Soriano, Silvana	Principal
Cue, Sandra	Assistant Principal
Mariano-Rosete, Marice	Teacher, K-12
Carrington, Juliet	Teacher, K-12
Olivier, Ann	Teacher, K-12

b. Duties

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

Mrs. Jordana Schneider, Principal: provides a common vision for the use of data-based decision-making, ensures that the school-based team is using current and relevant data for intervention support and documentation, ensures adequate professional development to support data use implementation, and communicates with parents regarding school-based plans and activities.

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier 1 materials/instruction with Tier II/III activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching.

English Language Learners (ELL) are taught by ESOL Certified and/or endorsed teachers to meet their individual Limited English Proficiency (LEP) Plan using current data and curriculum to maximize language acquisition.

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Regional or District Reading Instructional Specialist: Provides guidance on K-12 Reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

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 and EESAC meets monthly to monitor student progress by analyzing data, ensuring that all instructors are implementing SIP strategies with fidelity. The coaching cycle is used to monitor teachers' effectiveness and implementation of lesson delivery of core instruction. Conduct progress monitoring of Tier II and Tier III students every three weeks to address individual student needs.

Title I, Part A
Morningside K-8 Academy has programs that coordinate with District, State, and Federal guidelines. Additionally, Morningside has a International Education Language Magnet Program. Title I and Magnet funds will be used in conjunction with district funds to hire instructional staff such as support staff, hourly interventionists, and hourly teachers for tutoring program.. In addition, funds will be used to provide professional development that will strengthen teachers' capacity in reading, mathematics, writing and science. Funds will also be utilized to provide low performing students with intervention strategies that will assist them in meeting state and district standards. These tutorial services will be offered before school, during school, after-school and on Saturdays. Morningside will also provide health services for students through a partnership between the Healthy Alliance Network, a nurse will be housed on the Morningside campus. The nurse will address students' health needs and provide health screening and education. Additionally, the school social worker will provide support services to assist parents and the school with intervention programs for families through private and municipal agencies. Services are provided to ensure students requiring remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum coaches develop, lead, and evaluate core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive parental program; Supplemental Educational Services; and special support services to special needs population 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
Morningside K-8 Academy will use community donations to provide students with incentives for attendance and model student behavior. As part of our Morningside Pledge of Excellence, students who consistently demonstrate appropriate behavior, come to school each day on time and in uniform will be rewarded. These incentives will help facilitate a safe learning environment for students and staff.

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

Title III
Funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrants students by providing funds to implement and/or provide
• tutorial programs (K-12)
• parent outreach activities (K-12)

Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• 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 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)
Morningside K-8 Academy will receive funding from Supplement Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs
Morningside K-8 Academy implements a Character Education program that incorporates lessons that specifically address non-violent behaviors. Anti-drug awareness campaigns and counseling services are also provided.

Nutrition Programs
Morningside K-8 Academy adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Morningside's 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.

Head Start
Head Start programs are co-located in several Title I schools within the Morningside community. Joint activities, including professional development and transition processes are shared. Yearly fieldtrips are held in order to familiarize students with the school. Through affiliating agreements, the Summer VPK is provided at Head Start sites.

Adult Education
Adult ESOL classes are conducted through Miami- Jackson Senior High School outreach programs.

Other
Morningside K-8 Academy involves the parents in the planning and the implementation of the Title I program and extends an open invitation to Morningside's parent resource center in order to inform parents regarding available programs, their right under No Child Left Behind and other referral services.
Morningside K-8 Academy increases parental engagement/involvement through developing (with on-going parental in-put) our Title I Parent Compact (for each student); our Title I Parent Involvement Policy; scheduling the Title I Orientation Meeting (Open house); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Morningside K-8 Academy conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Morningside K-8 Academy completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits the Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning100. Additionally, Title I School Improvement Grant/ Fund support funding and assistance to schools in Differentiated Accountability based on need.

Additional funds are also provided through federally funded Magnet grant in order to provide resources for the Dual Language program.
Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Veronica Cetnar	Teacher
Lauren Riedinger	Teacher
Franco Mericier	Business/Community
Nicole Schargel	Parent
Patricia Germeus	Parent
Carmine Mastropolo	Teacher
Nerissa Manela	Teacher
Peter Brutto	Parent
Rebel Cospolite	Parent
Tania Alfred	Parent
Maria Taylor	Student
Ariel Germeus	Student
Jordana Schneider	Principal

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

SAC members reviewed the School Improvement Plan (SIP) to determine areas of success and areas requiring additional attention for the current year. SAC members provided the school's leadership team with recommendations based on a review of the previous year plan and strategies to develop the current plan using current and relevant data.

b. Development of this school improvement plan

The SAC monitors and reviews the implementation of the School Improvement Plan.

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

SAC members review annual budget to determine how to best utilize the budget to address the needs depicted on the plan.

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

Technology $2,000.00

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
Soriano, Silvana	Principal
Cue, Sandra	Assistant Principal
Carrington, Juliet	Other
Mariano-Rosete, Marice	SAC Member

b. Duties

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

The Literacy Leadership Team (LLT) will work with grade level teams to develop theme based learning through literacy. The Foreign Language Department will incorporate multicultural themes into their lessons. Grade Level Members will plan as a grade level team and/or subject area commonalities to incorporate literacy throughout all disciplines.

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.

Teachers are provided opportunities to network with other teachers during faculty meetings geared towards sharing best practices. Grade level teachers are provided one hour of daily common planning time to meet as a team, if they choose to, and discuss data and plan lessons aligned to state standards. Grade Level Liaisons are scheduled to plan with grade levels on a weekly basis to assist with effective instructional planning and delivery as well as selecting additional resources for instruction.

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

Open line of communication with Human Resource Staffing Personnel and instructional recruitment to identify highly qualified educators. Teach For America (TFA) liaison as well as current and past TFA Core Members refer new teachers and invite them to interview sessions during recruitment fair. Monthly teacher recognition activities to provide incentives for teachers using various rubric to seek outstanding in the areas of perfect attendance, sharing best practices, and going above and beyond.

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

Administration provides support to all teachers throughout various settings. Beginning teachers are partnered with veteran teachers. Miami-Dade County Public Schools MINT Program allows the opportunity for veteran teachers to pair up with beginning teachers in an effort to provide on-going support within the school site. Grade-Level Chairpersons and Department Chairs mentor new teachers during common planning time as well. Curriculum Support Specialists provide job embedded professional development through planning, modeling, co-teaching and debriefing.

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.

Grade Level Chairpersons are assigned to grade levels and/or content areas to provide guidance and support during grade level planning, designing lessons and aligning the core instructional programs to Florida's standards. Curriculum Liaisons attend Region and District Professional Developments iCADS to further enhance their content knowledge and acquire necessary information and training then return to the school site and provide in-house professional development to other grade level colleagues. Continuous administrative walkthroughs are conducted to ensure instructional rigor and student engagement.

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.

Data trends as well as current on-going data is collected and analyzed to determine student and teacher needs. Teachers are provided support through job embedded professional development to increase instructional content knowledge and instructional rigor during planning and delivery of instruction. Leadership team meets with teachers to review data and create intervention groups. Intervention students are provided skill specific intervention and on going progress monitoring determines mastery or reteaching.

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: 64,260

Selected 3rd-8th grade students will attend an enrichment or remedial after school tutoring session for a total of two hours per week. The students will be involved in hands- on project - based learning activities targeted towards their individual needs. Students will use computerized programs

After school tutoring will be offered to all ELL students in grades K-5 and students in grades K-2nd for SAT preparation as well as targeted grades 3rd thru 8th for Florida Standard Assessment and/or 7th grade Civics End-of-Course exam.

Saturday Academy will be offered for all third through eighth grade students to enrich reading, writing, math, civics and science skills.

Strategy Rationale

Increase student achievement to attain proficiency levels for all students grades 3rd through 8th.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cue, Sandra, sandracue@dadeschools.net

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

Data will be collected biweekly using (G2D - Gateway 2 Data) reports. Data reports will be analyzed to identify strengths and weaknesses by subject area and standards to determine effectiveness of instructional strategies. All classroom teachers are required to update their data binders with current data and keep trackers of class and individual progress. Data chats will be conducted with leadership team and teachers to monitor and analyze data.

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. § 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.

Title I is the major component of the Elementary and Secondary Education Act (ESEA), passed in 1965 as part of President Lyndon Johnson's War on Poverty. Congress has reauthorized the Act numerous times since its enactment, making changes in focus each time. The current re-authorization of ESEA is the Every Student Succeeds Act (ESSA), signed into law by President Barack Obama on December 10, 2015. However, in accordance with ESSA's orderly transition provision, its components will be fully implemented at the beginning of the 2017-2018 school year. Therefore, States, Local Educational Agencies (LEA) and schools shall continue to implement most of the requirements of the Title I Program in the 2016-2017 school year in accordance with No Child Left Behind Act of 2001 (NCLB), as they existed in the 2015-2016 school year.

Title I funding flows from the U.S. Department of Education (as appropriated by Congress) to the Florida Department of Education (FDOE), which then allocates funds to Miami-Dade County Public Schools (M-DCPS). The District disburses Title I funding to schools based on the number of low-income children and schools spend the funds allocated based on formalized School Improvement Plans approved by M-DCPS and FDOE. Early Childhood and Exceptional Student Education Programs are supported through the Title I program. Funding priority is given to the lowest achieving schools with the highest levels of poverty.

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 adults.

Morningside K-8 Academy offers a full-day Title I Voluntary Pre-Kindergarten (VPK) class and two Special Education Pre-Kindergarten classes. All of the pre-school Special Education classes utilize the High Scope Pre-School Curriculum and the Pre-Kindergarten VPK Class uses Houghton Mifflin Harcourt "Big Day" Curriculum. The Pre-School VPK use the Florida Kindergarten Readiness Screener (FLKRS) as the pre and post assessment tool. The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. FLKRS has also been used to calculate VPK Provider Kindergarten Readiness Rates, which measure how well a VPK provider prepares 4-year-olds to be ready for kindergarten.

The curriculum is aligned with the teaching standards and child outcomes required by the state and the school district. In developing specific content areas, High Scope also takes into account the standards and guidelines of relevant professional organizations such as the International Reading Association (IRA) and the National Council of Teachers of Mathematics (NCTM). The Phonological and Early Literacy Inventory (PELI) and Battelle Developmental Inventory (BDI) are all administered to preschoolers for diagnostic and summative assessments as they prepare for Kindergarten. Additionally, upon entering Kindergarten, all students are administered The Florida Kindergarten Readiness Screener (FLKRS) by certified kindergarten teachers. In order to ensure that the transition from the early childhood program to kindergarten is seamless, activities are planned to ensure that this takes place. Pre-Kindergarten and Kindergarten teachers articulate throughout the school year to ensure that students come to school ready to learn. Parents are kept informed on the registration process for Kindergarten students through a variety of means, such as flyers, and Connect-Ed. The effectiveness of the preschool transition program is evaluated by the LAP-D and articulation among primary grade teachers. Additionally, Morningside K-8 Academy's VPK program received a score of 280 on a 300 point rating system by the State of Florida.

Morningside K-8 Academy will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

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"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.

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

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]

🔑 G087952

Targets Supported [1b]

Indicator	Annual Target
Level 1 - All Grades	15.0

Targeted Barriers to Achieving the Goal [3]

- Limited evidence of effective planning and explicit instructional delivery as well as rigor to obtain an in depth of the standards.

- Limited evidence of student engagement and collaborative strategies during lesson delivery.

- Limited evidence of effective planning with an instructional routine.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Teachers, Administrators, Grade Level Common Planning Schedule, Professional Development, Pacing Guides, Curriculum Support Specialist, Technology and Budget

Plan to Monitor Progress Toward G1. [8]

i-Ready Reading and Math Data, Pre-Post Assessment Data, Intervention Data and student Work Folder and Class grade data.

Person Responsible
Sandra Cue

Schedule
Monthly, from 10/4/2016 to 6/8/2017

Evidence of Completion
Student work samples, I-Ready data for Reading and Math, walk-through logs, agendas, sign-in sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G087952

G1.B1 Limited evidence of effective planning and explicit instructional delivery as well as rigor to obtain an in depth of the standards. [2]

🔑 B233857

G1.B1.S1 Utilize planning to assist teachers in analyzing and unwrapping the standards to increase rigor as well as explicit instructional delivery. [4]

🔑 S246688

Strategy Rationale

Increase Instructional Rigor and student engagement to achieve proficiency.

Action Step 1 [5]

Introduce the plan to staff during faculty meeting.

Person Responsible

Sandra Cue

Schedule

On 10/4/2016

Evidence of Completion

Sign-in sheet and agenda

Action Step 2 [5]

Introduce the strategy to the content area teachers.

Person Responsible

Sandra Cue

Schedule

On 10/4/2016

Evidence of Completion

Sign-in sheets, common planning agendas, and lesson plans

Action Step 3 `5`

Provide professional development on how to effectively develop lessons using the pacing guide, curriculum and Language Arts Florida Standards in order to instruct on a higher level of complexity.

Person Responsible

Marice Mariano-Rosete

Schedule

Monthly, from 9/14/2016 to 6/8/2017

Evidence of Completion

Sign-in sheet and agenda

Action Step 4 `5`

Monitor with fidelity the implementation of rigorous lesson plans and instructional delivery.

Person Responsible

Sandra Cue

Schedule

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

Evidence of Completion

Sign-in sheets

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

Monitor the implementation of rigorous lesson plans and instructional delivery.

Person Responsible

Silvana Soriano

Schedule

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

Evidence of Completion

Daily Walk Throughs and Formal Observations

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

Provide follow-up support to teachers who may need additional assistance through mentoring and co-teaching by other peers servings a lead teachers on their grade level and/or subject area.

Person Responsible

Sandra Cue

Schedule

On 6/8/2017

Evidence of Completion

Agenda, Lesson plans, informal and formal observations

G1.B3 Limited evidence of student engagement and collaborative strategies during lesson delivery. `2`

🔑 B233859

G1.B3.S1 Collaborative planning sessions will focus on how to address methods to engage students during lesson delivery. `4`

🔑 S246690

Strategy Rationale

To increase student engagement through the use of collaborative planning.

Action Step 1 `5`

Introduce the Math Action Plan to staff during the next faculty meeting.

Person Responsible

Sandra Cue

Schedule

On 10/4/2016

Evidence of Completion

Sign-in sheet and agenda

Action Step 2 `5`

Provide professional development on the effectiveness use of the New GO MAth! Series and Digital Classroom .

Person Responsible

Monica Asencio

Schedule

Biweekly, from 10/4/2016 to 11/8/2016

Evidence of Completion

Sign-in sheets and agendas

Action Step 3 `5`

Teachers will implement the strategies presented during professional development.

Person Responsible

Sandra Cue

Schedule

Daily, from 10/4/2016 to 6/8/2017

Evidence of Completion

Student work samples, lesson plans, and walkthroghs

Action Step 4 `5`

Provide follow-up support to teachers who may need additional assistance through the support of MINT Mentors, Grade Level Chairs and District Curriculum Support Personnel Assigned to school

Person Responsible

Sandra Cue

Schedule

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

Evidence of Completion

Support Logs and Lesson Plans

Action Step 5 `5`

Monitor with fidelity and effectiveness of the action plan via instructional walk-through and curriculum support specialists.

Person Responsible

Silvana Soriano

Schedule

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

Evidence of Completion

walk-through logs

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

The effectiveness of the action plan

Person Responsible

Silvana Soriano

Schedule

On 1/22/2016

Evidence of Completion

Walk-through logs

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

Conduct walk-through and meetings with Leadership Team and curriculum support specialist

Person Responsible

Silvana Soriano

Schedule

On 1/22/2016

Evidence of Completion

Walk-through logs and agendas

G1.B5 Limited evidence of effective planning with an instructional routine. 2

🔑 B233861

G1.B5.S1 Provide instructional framework for the use of planning and instructional delivery. 4

🔑 S246692

Strategy Rationale

To increase rigor and higher order thinking skills in Social Science.

Action Step 1 5

Introduce the action plan to staff during the faculty meeting.

Person Responsible

Silvana Soriano

Schedule

On 10/4/2016

Evidence of Completion

Sign-in sheet and agendas

Action Step 2 5

Introduce the strategy to the content area teachers.

Person Responsible

Marice Mariano-Rosete

Schedule

On 10/4/2016

Evidence of Completion

Sign-in Sheets, agendas

Action Step 3 `5`

During common planning assist teachers with analyzing and unwrapping standards, following pacing guide and developing lessons with emphasis on rigorous instruction.

Person Responsible

Sandra Cue

Schedule

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

Evidence of Completion

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

Monitor with fidelity the implementation of the instructional framework, lesson plans, and instructional delivery.

Person Responsible

Silvana Soriano

Schedule

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

Evidence of Completion

Sign-in sheets

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

Provide additional support utilizing grade level and/or subject area mentor teachers, Civics EOC data, i-Ready data, lesson plans, colloboratively planning and walk-throughs

Person Responsible

Silvana Soriano

Schedule

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

Evidence of Completion

Sign-in sheets, agendas, walk-through logs, coaching calendars and 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 M333637	Conduct walk-through and meetings with Leadership Team and curriculum support specialist	Soriano, Silvana	10/7/2015	Walk-through logs and agendas	1/22/2016 one-time
G1.B3.S1.MA1 M333638	The effectiveness of the action plan	Soriano, Silvana	9/30/2015	Walk-through logs	1/22/2016 one-time
G1.B1.S1.A1 A320338	Introduce the plan to staff during faculty meeting.	Cue, Sandra	10/4/2016	Sign-in sheet and agenda	10/4/2016 one-time
G1.B1.S1.A2 A320339	Introduce the strategy to the content area teachers.	Cue, Sandra	10/4/2016	Sign-in sheets, common planning agendas, and lesson plans	10/4/2016 one-time
G1.B3.S1.A1 A320343	Introduce the Math Action Plan to staff during the next faculty meeting.	Cue, Sandra	10/4/2016	Sign-in sheet and agenda	10/4/2016 one-time
G1.B5.S1.A1 A320349	Introduce the action plan to staff during the faculty meeting.	Soriano, Silvana	10/4/2016	Sign-in sheet and agendas	10/4/2016 one-time
G1.B5.S1.A2 A320350	Introduce the strategy to the content area teachers.	Mariano-Rosete, Marice	10/4/2016	Sign-in Sheets, agendas	10/4/2016 one-time
G1.B3.S1.A2 A320344	Provide professional development on the effectiveness use of the New GO MAth! Series and Digital...	Asencio, Monica	10/4/2016	Sign-in sheets and agendas	11/8/2016 biweekly
G1.MA1 M333642	i-Ready Reading and Math Data, Pre-Post Assessment Data, Intervention Data and student Work...	Cue, Sandra	10/4/2016	Student work samples, I-Ready data for Reading and Math, walk-through logs, agendas, sign-in sheets	6/8/2017 monthly
G1.B1.S1.MA1 M333633	Provide follow-up support to teachers who may need additional assistance through mentoring and...	Cue, Sandra	10/4/2016	Agenda, Lesson plans, informal and formal observations	6/8/2017 one-time
G1.B1.S1.MA1 M333634	Monitor the implementation of rigorous lesson plans and instructional delivery.	Soriano, Silvana	8/22/2016	Daily Walk Throughs and Formal Observations	6/8/2017 daily
G1.B1.S1.A3 A320340	Provide professional development on how to effectively develop lessons using the pacing guide,...	Mariano-Rosete, Marice	9/14/2016	Sign-in sheet and agenda	6/8/2017 monthly
G1.B1.S1.A4 A320341	Monitor with fidelity the implementation of rigorous lesson plans and instructional delivery.	Cue, Sandra	8/22/2016	Sign-in sheets	6/8/2017 daily
G1.B3.S1.A3 A320345	Teachers will implement the strategies presented during professional development.	Cue, Sandra	10/4/2016	Student work samples, lesson plans, and walkthroghs	6/8/2017 daily
G1.B3.S1.A4 A320346	Provide follow-up support to teachers who may need additional assistance through the support of...	Cue, Sandra	8/22/2016	Support Logs and Lesson Plans	6/8/2017 weekly
G1.B3.S1.A5 A320347	Monitor with fidelity and effectiveness of the action plan via instructional walk-through and...	Soriano, Silvana	8/22/2016	walk-through logs	6/8/2017 weekly
G1.B5.S1.MA1 M333640	Provide additional support utilizing grade level and/or subject area mentor teachers, Civics EOC...	Soriano, Silvana	8/22/2016	Sign-in sheets, agendas, walk-through logs, coaching calendars and logs	6/8/2017 daily
G1.B5.S1.MA1 M333641	Monitor with fidelity the implementation of the instructional framework, lesson plans, and...	Soriano, Silvana	8/22/2016	Sign-in sheets	6/8/2017 daily
G1.B5.S1.A3 A320351	During common planning assist teachers with analyzing and unwrapping standards, following pacing...	Cue, Sandra	8/22/2016		6/8/2017 weekly

V. Professional Development Opportunities

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

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

G1.B1 Limited evidence of effective planning and explicit instructional delivery as well as rigor to obtain an in depth of the standards.

G1.B1.S1 Utilize planning to assist teachers in analyzing and unwrapping the standards to increase rigor as well as explicit instructional delivery.

PD Opportunity 1

Introduce the strategy to the content area teachers.

Facilitator

Veronica Cetnar

Participants

Teachers K-8

Schedule

On 10/4/2016

PD Opportunity 2

Provide professional development on how to effectively develop lessons using the pacing guide, curriculum and Language Arts Florida Standards in order to instruct on a higher level of complexity.

Facilitator

Veronica Cetnar

Participants

Teachers K-8

Schedule

Monthly, from 9/14/2016 to 6/8/2017

G1.B3 Limited evidence of student engagement and collaborative strategies during lesson delivery.

G1.B3.S1 Collaborative planning sessions will focus on how to address methods to engage students during lesson delivery.

PD Opportunity 1

Provide professional development on the effectiveness use of the New GO MAth! Series and Digital Classroom .

Facilitator

Tammy Southwood-Smith and Curriculum Support Specialist assigned to school for math

Participants

Math Teachers Grades K-5

Schedule

Biweekly, from 10/4/2016 to 11/8/2016

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	Introduce the plan to staff during faculty meeting.	$0.00
2	G1.B1.S1.A2	Introduce the strategy to the content area teachers.	$0.00
3	G1.B1.S1.A3	Provide professional development on how to effectively develop lessons using the pacing guide, curriculum and Language Arts Florida Standards in order to instruct on a higher level of complexity.	$0.00
4	G1.B1.S1.A4	Monitor with fidelity the implementation of rigorous lesson plans and instructional delivery.	$0.00
5	G1.B3.S1.A1	Introduce the Math Action Plan to staff during the next faculty meeting.	$0.00
6	G1.B3.S1.A2	Provide professional development on the effectiveness use of the New GO MAth! Series and Digital Classroom .	$0.00
7	G1.B3.S1.A3	Teachers will implement the strategies presented during professional development.	$0.00
8	G1.B3.S1.A4	Provide follow-up support to teachers who may need additional assistance through the support of MINT Mentors, Grade Level Chairs and District Curriculum Support Personnel Assigned to school	$0.00
9	G1.B3.S1.A5	Monitor with fidelity and effectiveness of the action plan via instructional walk-through and curriculum support specialists.	$0.00
10	G1.B5.S1.A1	Introduce the action plan to staff during the faculty meeting.	$0.00
11	G1.B5.S1.A2	Introduce the strategy to the content area teachers.	$0.00
12	G1.B5.S1.A3	During common planning assist teachers with analyzing and unwrapping standards, following pacing guide and developing lessons with emphasis on rigorous instruction.	$0.00
		Total:	$0.00