

Mandarin Lakes K 8 Academy



2016-17 Schoolwide Improvement Plan

Mandarin Lakes K 8 Academy

12225 SW 280TH ST, Homestead, FL 33032

<http://mandarinlakesacademy.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	97%
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	D	D*	F	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 Mandarin Lakes 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 Mandarin Lakes K-8 Academy is to create a stage for learning that enhances our students' education by creating a safe, optimistic and nurturing environment. Cultural diversity and individual differences are celebrated by respecting our students, parents and teachers. Together, we will maximize each student's potential in order to promote life-long learning and success.

b. Provide the school's vision statement.

To create a safe, nurturing and academically enriched school where all children are treated as our own and excellence is the norm.

2. School Environment

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

The process by which Mandarin Lakes K-8 Academy learns about students' cultures and builds relationships between teachers and students is by consistently providing opportunities for a two-way communication to occur. Prior to the opening of school, teachers and staff members were able to gain insight into the lives of our students. Teachers and staff members were able to view and analyze multiple data points (standardized test scores, attendance, demographic trends, etc.) that encompasses the true image of Mandarin Lakes. As a school, we were able to understand where we stood as a community and what direction we needed to take in order to reach our goal. Through ongoing data analysis, teachers are able to meet with students to discuss goals and how to reach those goals. Prior to teachers conducting data chats with students, the leadership team meets with all teachers to discuss trends and reflect on instructional practices to determine if we stay the course or shift instructional practices. We also have leadership team meetings weekly to examine how we can improve our relationship with students as well as how to cultivate an environment of positive relationships. For example, students are assigned to mentors to help keep them engaged in the learning process and excited about learning.

Mandarin Lakes K-8 Academy also understands the importance of involving parents to help us understand our students' cultures and ways to build strong relationships with our students. Through many avenues, we reach out to parents in order to reach students. For instance, we offer workshops to parents during open house and parent nights to inform them of academic concerns and extra-curricular activities. Wednesday afternoons are open for parent and teachers conferences. Parents are also able to complete parent surveys to help us improve our service to students and parents. Another resource utilized to help build relationships with students as well as parents is the Community Involvement Specialist (CIS). Through the CIS, communication and relationships between the school and students are able to be consistent by conducting home visits and making phone calls to identified students in order to help meet their needs and offer support. Information reports, such as: Homeless Reports, Migrant Reports and Immigrant Reports are also pulled weekly which allows insight to students' current living situation. These reports help to strategically plan for interventions and support students' needs. The systems and structures Mandarin Lakes have in place provide opportunities to learn more about students' cultures and consistently build relationships between teachers and students.

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

Mandarin Lakes K-8 Academy is committed to providing a safe learning and respected environment for students before, during and after school. At the beginning of the school year, expectations and school rules are shared with all students during grade level student assemblies. During these assemblies, administrators, teachers, staff and the Community Involvement Specialists (CIS) are introduced to the students so that students become familiar and comfortable with all staff members and to know who to go to when they have a concern.

Before school starts, all students are greeted each morning by the principal and staff. As students arrive and move to their designated area, adult supervision is throughout the building ensuring the safety of all students. Students are also able to view our "Maverick Expectation Wall" which outlines school rules, expectations and core values daily as they move to their designated morning area. After breakfast, staff members are strategically placed throughout the school so that students are supervised at all times. Once students report to their classrooms, the core values are reviewed as part of the Values Matter District initiative as well as our bully free pledge daily during the morning announcements.

During the school day, students are encouraged to model excellent behavior. Counselors provide Nearpod lessons that encompasses the core values. There are counselor referral forms available for students to complete if they need to speak with a counselor. In addition, counselors provide individual and group counseling services to meet the developmental, preventive, and remedial needs of students. Students are also encouraged to exercise "See Something, Say Something" to prevent acts of bullying. Our mandatory uniform policy helps make school safer for students and encourage students to focus on their studies rather than what they are wearing.

After school, all school personnel assist in the safe dismissal of students. All students report to a designated area where they are supervised by staff members. After school activities, such as sports, tutoring services and after school care are offered to students in order to expanded learning opportunities as well as building ongoing relationships with teachers and staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Miami-Dade County Public School Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities.

Administration implements the steps outlined in the progressive discipline plan and adheres to the MDCPS Code of Student Conduct. As a result, all of the teachers follow a school-wide progressive discipline plan. Teachers have clearly defined classroom expectations and consequences. They also have behavioral tracking systems to help motivate students to do their best. One strategy that teachers have found effective is Class Dojo, which allows teachers to connect with students and parents in order to build amazing classroom communities. Students and staff foster mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. Teachers are trained to ensure that progressive discipline is applied with established protocols for all disciplinary incidents.

Clear behavioral expectations are shared with all students via quarterly assemblies, school-wide signs such as the "Maverick Expectation Wall", parent meetings, Connect-Ed messages, Android/iPhone School App, and morning announcements. Staff training and follow-up classroom

management support is provided to all staff throughout the year, as needed.

Mandarin Lakes K-8 Academy will continue to implement a school-wide incentive program that rewards model student behavior. This program will be spearheaded by the Discipline Committee comprised of administrators, counselor, and teachers.

Opportunities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Core Value of the month through the District's Values Matter Campaign. Activities include, but are not limited to Character Education lessons, school-wide morning announcements, awarding certificates to students as we celebrate student's model behavior, and Spot Success recognition awards for both teachers and students.

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.

Mandarin Lakes K-8 Academy utilizes a variety of human resources to ensure the social-emotional needs of all students are being met. The migrant coordinator, onsite emotional behavior disorder clinician, success coach and school counselors play an integral part of supporting our students. The migrant coordinator assists with ensuring migrant students have what they need to be successful. Our onsite emotional behavior disorder clinician supports students who deal with emotional issues. The success coach uses a variety of strategies, intervention programs and resources to promote student success and ensure students work toward graduation. School Counselors provide all students growth in four areas of skill development: academic, personal/social, career/community awareness and health. In each of these areas, standards have been identified with related educational level benchmarks.

Academic Development

In the area of academic development, the student is taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.

- Applying effective study skills
- Developing test taking skills
- Learning effectively
- Setting short-term and long-term goals and objectives
- Developing transitional skills

Personal/Social Development

In the area of personal/social development, the student is encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas. The student will also be directed to develop skills associated with peer and adult relationships leading to positive self concept and self confidence. Components in this area include:

- Developing positive attitudes
- Developing relationship skills
- Gaining responsibility
- Gaining self awareness
- Making effective decisions
- Managing conflicts
- Respecting others
- Understanding the harmful effects of illegal and harmful substances

Career/Community Awareness

In the area of career/community awareness, the student is assisted in understanding the world of work and his/her responsibility to society and the community. Students increase career awareness, career exploration, and the use of personal skills, interests, and abilities in planning for future education and searching for a job. Students explore the needs of their school and local community and learn the importance of volunteerism. Components in this area of development include:

- Analyzing skills and interests
- Selecting a career interest
- Planning for the future
- Educational and postsecondary planning
- Understanding community service
- Participating in volunteer and community activities

Health and Wellness

In the area of health and wellness, the student is taught to understand the value of developing habits and behaviors that promote healthy lifestyles. Students increase their awareness of preventive care, the importance of healthy lifestyles, and the benefits of making daily decisions that lead to personal safety and good health. Components in this area of development include:

- Understanding the concepts of health and wellness
- Recognizing the benefits of disease prevention
- Understanding risk factors related to disease
- Reducing health risks
- Maintaining good personal hygiene and habits

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.

Mandarin Lakes K-8 Academy's Early Warning System is one in which students are identified early in the school year, monitored and supported by the school's EWI team on a weekly basis. The EWI Team, which consists of administrators, counselors, social worker, teachers, and Community Involvement Specialist meet weekly to monitor the progress of identified students and develop next steps to support the identified students.

The Early Warning Indicators used are focused on the ABCs, namely Attendance, Behavior and Course Work.

Attendance: Mandarin Lakes K-8 Academy's Attendance Review Committee is a part of the EWI Team and during the weekly EWI meetings, students exhibiting poor attendance habits (3 or more within a nine-weeks period) are reviewed. A ConnectEd message is sent daily to students who are absent. However, the CIS makes a personal phone call to the parent of a student who is absent for two days. A letter from the principal is mailed once a student has accumulated three absences. Students with five absences require a parent conference where the parent signs and commits to an Attendance Success Plan. If the absences continue, the student is added to the EWI list where the focus is on attendance and establishing a plan to ensure the student is present and supported daily. If other indicators are affected, the EWI team reviews and develops a plan inclusive of the other indicators.

Behavior: Mandarin Lakes K-8 Academy has adopted the District's No Suspension Policy. If a child is not in school and provided the right support, then the child is not learning. Based on this philosophy,

students exhibiting unacceptable behavior are reprimanded and counseled. Students who are exhibiting repeated unacceptable behavior sit in a conference with their parent and depending on the infraction and the age of the student, the student is assigned to one of the District's Student Success Centers, which serves as an alternative to outdoor suspension. It is a safe place for a student to reflect and continue to receive educational services outside of Mandarin Lakes K-8 Academy. Students who are assigned to the Student Success Center are automatically added to the EWI list and are monitored and supported through the Weekly EWI Meetings.

Coursework: In monitoring the identified students, the team review the academic grades (year to date). If a student on the EWI List is failing or at risk of failing Mathematics or English Language Arts, a meeting is scheduled with the student and the affected teachers to collaborate and develop a plan of action for the student. If the student is on the EWI List due to his or her FSA Reading and or Mathematics achievement level, the student is provided academic intervention in Reading and Mathematics by his or her teacher or a Grant Funded Interventionists. The intervention tracker, a student data monitoring tool is reviewed for affected students during the EWI meeting and a plan of action along with next steps developed to ensure the student is progressing academically in Reading and Mathematics.

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	6	16	24	10	17	30	18	14	11	0	0	0	0	146	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	7	19	9	27	18	10	3	10	2	0	0	0	0	105	
Level 1 on statewide assessment	8	33	49	22	82	115	81	64	64	0	0	0	0	518	

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	7	22	18	23	55	83	59	46	39	0	0	0	0	352	

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

Mandarin Lakes K-8 Academy Leadership Team continually develops and maintains a problem-solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. Identified students are provided academic interventions by their reading, mathematics teacher, or interventionists, respectively. The team meets once a week to conduct the following activities: Review student/teacher observations findings as well as data from reading, mathematics, writing, and science assessments. The team reviews the data by grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team closely monitors fidelity to the intervention and enrichment programs. Based on the aforementioned, the team identifies professional development and resources needed to aid students in achieving mastery. The leadership and EWI team collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

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.

Mandarin Lakes K-8 Academy has sub-committees such as a Grant Writing Committee that is tasked with working with the Principal to identify potential partners to be registered through the Districts Dade Partner program and identify/apply for eligible grants. The school involves the local community through several organized meetings to include but not limited to Parent Teacher Association (PTA) meetings and Educational Excellence School Advisory Committee (EESAC) meetings to develop a partnership of support for our students. The principal also attends the South Dade Advisory Community monthly meetings to work with local constituents in order to assist in the success of our school. The Kiwanis Club of Homestead support Mandarin Lakes with the Quarterly Bringing Up Grades (BUG) awards. Additionally, the Principal has worked with the school's Grant Writing Committee to apply for Small Community Grants to secure resources to support the school and student achievement. To sustain partnerships with the local community, Mandarin Lakes K-8 Academy hosts an Annual Career Day and Partner Appreciation Breakfast.

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
Williams, Calondria	Principal
St. Aubin, Matthew	Assistant Principal
Porras, Jose	Instructional Coach
Gibson, Anita	Instructional Coach
Kantner, Christi	Teacher, ESE
Casal, Daniel	Other
Perez, Adelaida	School Counselor
Thomas, Chava	Assistant Principal
Khobragade, Renee	Instructional Coach
Burrows, Astra	Instructional Coach

b. Duties

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

The Principal's primary role is to promote the learning and success of all learners through a shared mission and vision. The principal serves as an instructional leader through the provision of a common vision for the use of data-based decision-making while implementing systems that are designed to support instructional goals and offer opportunities to collaboratively improve teaching and learning. The principal forms collaborative structures and establishes processes for faculty to work together to improve instruction and instructional outcomes. Working with the School's Leadership Team, the principal will review and utilize quantitative and qualitative data to inform decisions including those related to professional development and to create Professional Learning Communities. The principal ensures that professional development is ongoing, meaningful and focused towards the goals of Mandarin Lakes K-8 Academy. The principal ensures that support is available and provided to students and staff and ensure curriculum is aligned with instruction and assessment.

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- The Exceptional Education Chairperson, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.
- The Math Coach works with teachers to improve mathematics achievement; manages and control curriculum and instructional materials; manages and facilitate professional development based on needs assessment; monitors program implementation; builds the mathematics program by using its strengths and reducing its weaknesses; assists teachers in planning for and implementing small group instruction based on formal and informal assessments; maintains and share best-practice research, builds collaborative teams and networks; provides individual and/or group instructional coaching and mentoring to teachers to improve classroom instructional delivery for students; and

gathers, analyzes, and interprets data, from topic assessments as well as i-Ready diagnostics in order to inform instruction.

- The Reading Coaches develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identifies systematic patterns of student 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 children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; provides individual and/or group instructional coaching and mentoring to teachers to improve classroom instructional delivery for students; participates in the design and delivery of professional development; and provides support for assessment and instruction.

The Science Coach serves as a science specialist to assist in the development and implementation of instructional plans that align to district goals and achievement of the Next Generation Sunshine State Standards in science; works with district support staff to design and provide professional development focused on increasing student success and closing performance gaps; works with teachers and administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps; provides job-embedded professional development for teachers through modeling; provides individual and/or group instructional coaching and mentoring to teachers to improve classroom instructional delivery for students; works with science teachers in planning standards-based lessons and assessments aligned to the science state standards.

- The School Psychologist, will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

- The Speech Language Pathologist, will educate the team of teachers in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

- The School Counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

- The School Social Worker, will provide interventions; 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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Mandarin Lakes K-8 Academy provides services to ensure students requiring additional remediation are assisted through after-school programs, Saturday School, 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 school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are

integrated into the school wide program include an extensive Parental Program; (Title CHES); Saturday Tutoring Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Mandarin Lakes K-8 Academy provides services and support to migrant students and parents. Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e, FSA/ FCAT 2.0 Informational Meeting) are provided by the Principal, Assistant Principals, the reading coaches, and the Lead Teacher at the South Dade Agricultural Camp. Teachers provide Saturday tutoring services to migrant students at the camp. 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. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

Title I, Part D

Mandarin Lakes K-8 Academy provides training and substitute release time for Professional Development Liaisons (PDL) to focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title II

Mandarin Lakes K-8 Academy uses supplemental funds provided by the District 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

Title III

Mandarin Lakes K-8 Academy will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing an after school tutorial program and software for the development of language and literacy skills in reading.

Title X- Homeless

Mandarin Lakes K-8 Academy's Homeless Liaison provides training for the school registrar on the procedures for 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. Mandarin Lakes K-8 Academy will cooperate with the liaison from Community Partnership for the Homeless agency to provide tutoring services and parent informational meetings to the homeless students the school services.

Supplemental Academic Instruction (SAI)

Mandarin Lakes K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Mandarin Lakes K-8 Academy will provide teacher/student and administration/student conflict resolution interventions, character education, and peer mediation to foster positive behavior, improve attendance, and lower suspension rates.

Nutrition Programs

- 1) Mandarin Lakes K-8 Academy 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.

Career and Technical Education

Mandarin Lakes K-8 Academy will provide Career and Technical Education through elective courses offered to the Upper Academy Students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cadian Collman	Principal
Tomas Sanchez	Teacher
Vicki Levin	Teacher
Sue Carvajal	Teacher
Rhea Lee	Teacher
Sharon Smith	Teacher
Anita Gibson	Teacher
Jazmina Herradora	Education Support Employee
Shanetta Bethel	Parent
Tere Wong	Business/Community
Sharon Haxton	Business/Community
Shawn Mayweather	Business/Community
Marilyn Drinks	Teacher
Kayla Lewis	Student
Astra Burrows	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 Improvement Plan is reviewed monthly during the Educational Excellence Advisory Council (EESAC) meetings. During the first meeting, the committee reviewed the data to determine the effectiveness of the strategies implemented during the 2015-2016 school year. It was determined that the strategies were appropriate.

b. Development of this school improvement plan

The development of the School Improvement Plan involved all stakeholders present during the Educational Excellence Advisory Council (EESAC) meeting at the beginning of the 2016-2017 school year. Goals to be addressed included core academic areas, parental involvement, early warning systems and STEM. Every month, data is reviewed to ensure there is adequate progress towards meeting the SIP goals and revisions are made as needed.

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

This year, the Educational Excellence Advisory Council budget was \$5,287.00. The committee determined and approved that \$2,999.00 would be allocated towards student incentives. Additional proposals will be submitted at subsequent EESAC meetings.

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

The Educational Excellence Advisory Council (EESAC) funds were allocated as follows:

\$999.00 8th Grade Activities

\$361.00 Field Trips

\$355.05 Career Day

\$86.05 Office Supplies

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
Williams, Calondria	Principal
Porras, Jose	Instructional Coach
Gibson, Anita	Instructional Coach
Rivers, Sharon	Teacher, K-12
Llama, Michelle	Teacher, K-12
Travaline, Melissa	Teacher, K-12
Khobragade, Renee	Instructional Coach
Burrows, Astra	Instructional Coach
Thomas, Chava	Assistant Principal
St. Aubin, Matthew	Assistant Principal
Coats, Diann	Teacher, K-12
Boucugnani, Elizabeth	Teacher, K-12
Levin, Vicki	Teacher, K-12
Drinks, Marilyn	Teacher, K-12
Sanchez, Tomas	Teacher, K-12

b. Duties

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

The initiative of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The team meets monthly throughout the school year. During the Literacy Leadership Team meetings, the team assesses strengths and needs of the literacy effort and direct its implementation through adopting a school-

wide literacy strategy to employ during instructional delivery, achieves comprehensive ownership of problem-solving and outcomes, monitors and analyzes student achievement and engages all stakeholders in the change process. The Literacy Leadership Team also incentivizes students who are "Caught Reading" at their leisure in order to instill a love for 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.

Teachers participate in collaborative planning sessions weekly by subject area to work jointly during planning sessions in order to create meaningful and effective lesson plans. Teachers utilize the backward planning design for collaborative planning that includes unwrapping the standard, creating end products that reaches the high complexity level of the standard and developing higher order thinking questions as well as the essential question, and ensures all components of the Gradual Release of Responsibility Model (GRRM) are infused. Teachers also have the opportunity to review the achievement level descriptions of the focus standard in order to for students to engage in mastery learning.

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

The administrative team recruits and retains highly qualified teachers by:

1. Continuing to provide year round professional development to enhance the meaningful pedagogical strategies of the teachers.
2. Partnering new teachers with veteran teachers for support and modeling in the classroom.
3. Utilizing the Lesson Study Cycle to support and improve instructional practices.
4. Establishing Professional Learning Communities.

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

Mandarin Lakes K-8 Academy participates in the Mentoring and Induction for New Teachers (MINT) program. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. The principal assigns a site-based mentor to teachers new to the profession and assign a buddy teacher to new teachers with fewer than three years of teaching experience. MINT mentors meet the following criteria:

Have at least three years of successful teaching experience;

- Hold/possess a valid regular teaching certificate;
- Hold certification at the same grade level or in the same subject area as the new teacher. Mentor selection should be based on grade level and subject area vacancies projected for the school during the 2015-2016 school year;
- Have track record of improving student achievement and expertise in accessing data resources ; and
- Use data to analyze instruction.

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.

Teachers are provided with several documents to ensure that instructional programs and materials are aligned to the Florida Standards. These materials include the Item Specifications, Florida Standards Question Task Cards, and District Pacing Guide. Each week, teachers participate in common planning sessions where instructional coaches lead the process of unwrapping the standards. Unwrapping a standard reveals the knowledge and skills that will be required of students, and of teachers, to effectively learn and teach a particular skill. The process makes the learning objectives manageable for teachers and the learning goals clear for students.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The Leadership Team meets on a weekly basis to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan (SIP). During meetings, multiple data points are analyzed to identify strengths and weaknesses in all grade levels by subject area. Math, Science and Civics topic assessments, i-Ready Diagnostics/Growth Monitoring, Bi-weekly McGraw Hill Assessments and Read180/System44 data are disaggregated. Once disaggregated and grasped, individualized data chats are held with identified teachers. The identified teachers are provided support through active coaching cycles. Also, during collaborative planning, all teachers are supported with the utilization of the data to plan for differentiated instruction to meet the individual needs of the students. In the event, data is not trending in the right direction, push-in support is provided to model for teachers and support students in moving towards proficiency.

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: 1,560

Before/After-school ELL tutoring is provided daily in reading and mathematics for remediation. In addition, we are providing Saturday School tutoring to targeted the top 45% in science and social science, as well as targeting bubble students in reading and mathematics in order to move students to proficiency.

Strategy Rationale

Title III funds were awarded to the school to provide supplemental tutoring to ELL students. The program has been initiated to provide assistance in literacy, as well as in the content area, mathematics. Tutorials in the content areas are designed to provide remediation in foundational skills lacking in order to become proficient in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Calondria, pr0073@dadeschools.net

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs being offered.

Strategy: After School Program

Minutes added to school year: 1,560

After-school activities will be provided to immigrant students to offer enrichment and promote a well rounded education.

Strategy Rationale

Title III funds are awarded to the school to provide supplemental tutoring to immigrant students. The program has been initiated to provide assistance in reading/writing, as well as, in the content areas, i.e., mathematics and science. Tutorials in the content areas are designed to provide, in a language other than English, selected basic skills and concepts which are generally offered in English.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Calondria, pr0073@dadeschools.net

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school offers parent meetings that allow for dissemination of information both in-house and off campus (South Dade Agricultural Camp and Homeless Assistance Center) regarding beginning Kindergarten, the philosophy of the school, and the programs offered. In order to ensure that appropriate skills are being taught that will prepare students for Kindergarten, quarterly meetings are conducted with staff from preschools in the area for the purpose of articulating readiness expectations. Incoming Kindergarten students are screened in order to assess readiness. Data gleaned from pre-assessment is utilized to create intervention groups.

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.

Mandarin Lakes K-8 Academy also offers a Business and Communications Academy which focuses on creating digital literacy, providing students with the ability to effectively and critically navigate and create information using a range of computer technologies. Throughout the school year, students receive a variety of culturally based programs and activities that enhance their learning experiences and overall development.

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.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2016-2017 school year, Mandarin Lakes K-8 Academy will increase student achievement by improving core instruction in the areas of literacy, mathematics, science and social science.

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. By the end of the 2016-2017 school year, Mandarin Lakes K-8 Academy will increase student achievement by improving core instruction in the areas of literacy, mathematics, science and social science.

1a

G088051

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	32.0
FSA Mathematics Achievement	33.0
Statewide Science Assessment Achievement	32.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of teaching to the depth of the standards and increasing rigor which impacts the percent of student proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards, Item Specifications, Planning Cards, Daily Learning Targets, McGraw Hill Wonders, McGraw Hill WonderWorks, HMH Collections, Read180, System 44, Inside, Go Math Textbooks, Topic Assessments, CER Bellringers, i-Ready Diagnostics and Growth Monitoring, Collaborative Planning K-8, Pacing Guides, Science FCAT 2.0 Item Specifications, Scope and Sequence, Essential Labs, Bellringers, Gizmos, Discovery, MyOn Reader.

Plan to Monitor Progress Toward G1. 8

Data Analysis and Teacher/Admin- Teacher/Student Data Chats will take place after each i-Ready Diagnostic, Topic Assessments Read180/system44 Diagnostics.

Person Responsible

Calondria Williams

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

i-Ready Diagnostics, Student work samples, Topic Assessments, Read180/System44 Diagnostics

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. By the end of the 2016-2017 school year, Mandarin Lakes K-8 Academy will increase student achievement by improving core instruction in the areas of literacy, mathematics, science and social science. 1

G088051

G1.B1 There is limited evidence of teaching to the depth of the standards and increasing rigor which impacts the percent of student proficiency. 2

B234097

G1.B1.S1 Teachers will consistently analyze students' end products and make instructional shifts based on the data while providing corrective feedback to students. 4

S246895

Strategy Rationale

To ensure students master and understand the demands of grade level standards.

Action Step 1 5

Conduct weekly collaborative planning where lesson plans reflect scaffold instruction that reaches the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.

Person Responsible

Calondria Williams

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Coaching Logs, Common Planning Agenda

Action Step 2 5

Conduct active coaching cycles to support identified teachers with planning lessons that are scaffold to the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.

Person Responsible

Chava Thomas

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Note-Taking/Note-Making, Coaching Logs, Lesson Plans, Student Work Product

Action Step 3 5

Monitor the implementation of lesson plans that reflect scaffold instruction that reaches the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.

Person Responsible

Calondria Williams

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Administrative Walk-through documentation

Action Step 4 5

Debrief with Transformational Coaches on the implementation of effective lesson plans that reflect scaffold instruction that reaches the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.

Person Responsible

Calondria Williams

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Administrative Walk-through documentation, Lesson Plans, Use of iReady and Topic Assessment Data

Action Step 5 5

Conduct and engage teachers in PLC's that will focus on Instructional Planning and Instructional Delivery for content mastery.

Person Responsible

Chava Thomas

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Videos, Note-Taking/Note-Making, Lesson Plans, Sign- In Sheets

Action Step 6 5

Teachers will analyze student work products, provide immediate corrective feedback, and allow students opportunities to revise their end products back on the feedback provided.

Person Responsible

Chava Thomas

Schedule

Weekly, from 1/11/2017 to 6/2/2017

Evidence of Completion

Student end products with feedback, students' revised end products based on feedback

Action Step 7 5

Teachers will release students to work independently producing a written product in order to demonstrate mastery of the standards based on the instructional delivery of the standards.

Person Responsible

Chava Thomas

Schedule

Daily, from 1/11/2017 to 6/2/2017

Evidence of Completion

Student authentic work, lesson plans, administrative walkthrough documentation

Action Step 8 5

Teachers will use formal and informal assessments to determine the direction to take when planning for whole group and small group instruction as well as intervention sessions.

Person Responsible

Chava Thomas

Schedule

Weekly, from 1/11/2017 to 6/2/2017

Evidence of Completion

Data, revised lesson plans, fluid groupings, administrative walkthrough log

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

Administrative team participates in common planning sessions.

Person Responsible

Chava Thomas

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Emails, PD Agendas, PowerPoint Presentations, Common Planning Agendas, Lesson Plans

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

Administrators will consistently conduct classroom walk-throughs, and debrief with instructional coaches to determine next steps.

Person Responsible

Calondria Williams












Schedule

Daily, from 9/2/2016 to 6/2/2017

Evidence of Completion

Note-Taking/Note-Making Documents, Student Assessment Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M334136	Data Analysis and Teacher/Admin-Teacher/Student Data Chats will take place after each i-Ready...	Williams, Calondria	9/1/2016	i-Ready Diagnostics, Student work samples, Topic Assessments, Read180/System44 Diagnostics	6/2/2017 weekly
G1.B1.S1.MA1  M334134	Administrators will consistently conduct classroom walk-throughs, and debrief with instructional...	Williams, Calondria	9/2/2016	Note-Taking/Note-Making Documents, Student Assessment Data	6/2/2017 daily
G1.B1.S1.MA1  M334135	Administrative team participates in common planning sessions.	Thomas, Chava	9/1/2016	Emails, PD Agendas, PowerPoint Presentations, Common Planning Agendas, Lesson Plans	6/2/2017 weekly
G1.B1.S1.A1  A320907	Conduct weekly collaborative planning where lesson plans reflect scaffold instruction that reaches...	Williams, Calondria	9/1/2016	Coaching Logs, Common Planning Agenda	6/2/2017 weekly
G1.B1.S1.A2  A320908	Conduct active coaching cycles to support identified teachers with planning lessons that are...	Thomas, Chava	9/1/2016	Note-Taking/Note-Making, Coaching Logs, Lesson Plans, Student Work Product	6/2/2017 weekly
G1.B1.S1.A3  A320909	Monitor the implementation of lesson plans that reflect scaffold instruction that reaches the high...	Williams, Calondria	9/1/2016	Administrative Walk-through documentation	6/2/2017 weekly
G1.B1.S1.A4  A320910	Debrief with Transformational Coaches on the implementation of effective lesson plans that reflect...	Williams, Calondria	9/1/2016	Administrative Walk-through documentation, Lesson Plans, Use of iReady and Topic Assessment Data	6/2/2017 daily
G1.B1.S1.A5  A320911	Conduct and engage teachers in PLC's that will focus on Instructional Planning and Instructional...	Thomas, Chava	9/1/2016	Videos, Note-Taking/Note-Making, Lesson Plans, Sign- In Sheets	6/2/2017 weekly
G1.B1.S1.A6  A320912	Teachers will analyze student work products, provide immediate corrective feedback, and allow...	Thomas, Chava	1/11/2017	Student end products with feedback, students' revised end products based on feedback	6/2/2017 weekly
G1.B1.S1.A7  A320913	Teachers will release students to work independently producing a written product in order to...	Thomas, Chava	1/11/2017	Student authentic work, lesson plans, administrative walkthrough documentation	6/2/2017 daily
G1.B1.S1.A8  A320914	Teachers will use formal and informal assessments to determine the direction to take when planning...	Thomas, Chava	1/11/2017	Data, revised lesson plans, fluid groupings, administrative walkthrough log	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. By the end of the 2016-2017 school year, Mandarin Lakes K-8 Academy will increase student achievement by improving core instruction in the areas of literacy, mathematics, science and social science.

G1.B1 There is limited evidence of teaching to the depth of the standards and increasing rigor which impacts the percent of student proficiency.

G1.B1.S1 Teachers will consistently analyze students' end products and make instructional shifts based on the data while providing corrective feedback to students.

PD Opportunity 1

Conduct and engage teachers in PLC's that will focus on Instructional Planning and Instructional Delivery for content mastery.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/1/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct weekly collaborative planning where lesson plans reflect scaffold instruction that reaches the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.	\$0.00
2	G1.B1.S1.A2	Conduct active coaching cycles to support identified teachers with planning lessons that are scaffold to the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.	\$0.00
3	G1.B1.S1.A3	Monitor the implementation of lesson plans that reflect scaffold instruction that reaches the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.	\$0.00
4	G1.B1.S1.A4	Debrief with Transformational Coaches on the implementation of effective lesson plans that reflect scaffold instruction that reaches the high complexity level of the standards and create rigorous written end products to demonstrate mastery of the standards.	\$0.00
5	G1.B1.S1.A5	Conduct and engage teachers in PLC's that will focus on Instructional Planning and Instructional Delivery for content mastery.	\$0.00
6	G1.B1.S1.A6	Teachers will analyze student work products, provide immediate corrective feedback, and allow students opportunities to revise their end products back on the feedback provided.	\$0.00
7	G1.B1.S1.A7	Teachers will release students to work independently producing a written product in order to demonstrate mastery of the standards based on the instructional delivery of the standards.	\$0.00
8	G1.B1.S1.A8	Teachers will use formal and informal assessments to determine the direction to take when planning for whole group and small group instruction as well as intervention sessions.	\$0.00
Total:			\$0.00