

Miami-Dade County Public Schools

Archcreek Elementary School



2016-17 Schoolwide Improvement Plan

Archcreek Elementary School

702 NE 137TH ST, North Miami, FL 33161

<http://archcreek.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 Archcreek Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and lingual differences.

b. Provide the school's vision statement.

The Vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

2. School Environment

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

Arch Creek Elementary School's administrators, teachers and staff strive to foster lifelong learners. The school services approximately 587 students. Our school is an ethnically and a socio-economically diverse student population. 89% of students are black, non-Hispanic, 10% Hispanic, 2% white, non-Hispanic, and 1% other, or multi-racial. Economically disadvantaged students account for 89% of the school's population. Additionally, 96% of the students participate in the standard curriculum, 3% of students are Students with Disabilities (SWD), 45% are classified as English Language Learners (ELL), and about 6% of students participate in the Gifted program. Arch Creek campus is quite unique in that it is home to two schools. Arch Creek Elementary shares the campus with North Miami Middle School. The two schools share the media center and the cafeteria. Each school has its own faculty, staff, and administrators and offers a rigorous curriculum that addresses the needs of all students.

Having identified our challenges, staff is working cooperatively to address them in a proactive manner. Arch Creek Elementary is in the second year implementing a Dual Language Program with selected 2nd, 3rd, and 4th grade students. The program's mission is to foster a rich and positive multicultural education by providing students the opportunity to learn a second language. Arch Creek Elementary is Bilingual School Organization (BISO). We also offer special area classes that include Music, Art, and Physical Education. In addition to the above-mentioned classes, we offer before and after school tutoring for struggling students in an effort to ensure that all students are able to meet grade level expectations.

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

The school's pledge is the foundation for the school's rules and reminds the students to follow the school rules at the start of each day. The students of Arch Creek Elementary School learn and recite the school pledge each morning, and in French on Mondays during the morning announcements.

Arch Creek Pledge

I pledge today to do my best, on class work, home work. and every test. I pledge to follow the rules in school. Respect for myself and others is cool. I pledge to keep Arch Creek clean and safe, to come

every day and not be late. I am here to learn and I will say It out loud. I will always be Arch Creek proud!

School Rules

1. Wear uniform daily
2. Keep hands, feet, objects, and negative comments to yourself
3. Come to school with proper materials and ready to learn
4. Respect yourself, others, their property, and your school
5. Work quietly, stay In your seat, and raise your hand to speak
6. Follow cafeteria and hallway rules

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.

Teachers are encouraged to display the school, cafeteria, and classroom rules in the classroom, discuss these with the students, and utilize them in lessons. The teachers explain and implement the school wide classroom rules and positive behavior incentives in collaboration with their team or grade level. Also, there are school wide incentives for positive behavior. The rewards are listed below.

Rewards for Positive Behavior

Recognition via announcements

Award and small prize items students can redeem with their paper money earned for good behavior throughout the month. All teachers are involved in this initiative.

- Reward positive behaviors regularly by the classroom teacher
- Reiterate the behavior plan
- Review class, school, and cafeteria rules frequently
- Model and teach proper behaviors
- Selected students are rewarded for their good citizenship

Quarterly Incentives

1. Individual student awards like Attendance, Academic, and Conduct Honor Roll
2. Recognition via announcements
3. A social gathering for the quarter

The teachers of Arch Creek Elementary are provided professional development workshops on corrective strategies for disruptive behaviors, reducing and eliminating undesirable behaviors, and rewarding desirable or effective behaviors. The Positive Behavior System and Progressive Discipline Plan implemented at Arch Creek Elementary School were devised by our discipline committee composed of teachers and administrators. All aspects of both plans have been explained to the faculty through professional development activities. The most recent version of the Code of Student Conduct Handbook provided by Miami-Dade County Public Schools has been discussed during opening of school and uploaded to our school's collaboration site. Furthermore, many teachers are encouraged to enroll in professional development courses outside of the school which focus on classroom management strategies. As a result, our faculty and staff model and provide incentives for positive behavior while following the Progressive Discipline Plan for undesired, disruptive, or improper behaviors.

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.

Student-centered alternatives to suspension strategies are after school detentions, temporary placement from one class to another, and removal of privileges or participation in extracurricular school activities. Alternate learning experiences are provided during each of the

aforementioned strategies. October is Bullying Prevention month. The students learn to identify how to defuse a situation and educate others on bullying and harassment through videos and lessons taught in the Social Studies classes. The information is also reiterated throughout the year. As previously mentioned, individual and group counseling sessions are provided by the guidance counselor. Classroom guidance is provided by the guidance counselor as well.

The faculty and staff of Arch Creek Elementary School maintain frequent parent contact regarding all aspects of their students' education. Moreover, conferences with the parents occur at the onset of undesired or disruptive behaviors. Faculty and staff provide assistance to parents and referral resources to outside agencies for parenting, counseling services, and mental health. The parents are advised of the Code of Student Conduct and School-wide Alternative to Suspension Plan. As a result, parents and faculty work hand in hand to devise a cooperative plan of action to cease undesired behaviors at school and home.

Arch Creek Elementary School works cooperatively with outside providers in the community such as the Institute for Child and Family Health, Chrysalis Health and Psych Solutions. These agencies provide counseling and mental health services beyond the scope of the school on an individual basis and depending on necessity. Faculty and staff may refer parents to these agencies through a counselor based on school board policies 1213.01 and 3213.01, Request for Outside Providers. The partnership with these community based programs support our school in maintaining positive student behavior. In addition, Arch Creek Elementary School partners with Publix Supermarket and Nick's Photo Studio and expects to connect with more businesses in the community. These businesses will provide assistance with incentives for our Positive Behavior System, and assist in educating the students of Arch Creek Elementary School.

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.

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	3	2	2	5	7	10	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	6	8	8	3	2	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	1	1	7	34	37	22	0	0	0	0	0	0	0	102
Retentions	0	0	16	22	5	0	0	0	0	0	0	0	0	43

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	9	21	21	25	52	0	0	0	0	0	0	0	129

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

Multi-Tiered System of Supports, MTSS, is a general education initiative in which the levels of support are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

The second level of support consists of supplemental instruction and interventions that are 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.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

The team will meet, data will be disaggregated and analyzed. Students who are not progressing will be identified and placed according to their academic achievement levels; students who meet or exceed the proficiency level will be also identified and tested for acceptance for the gifted program; students who are part of the lowest 25th percentile in reading, will benefit from the extra reading/ language arts instructional time daily which will be reflected on their schedule. The MTSS team will provide suggestions to the SIP team, in order to address the school's needs based on the I-Ready 2016 scores.

Data will be used to guide instructional decisions and procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

Managed data will include:

Academic

- I-Ready diagnostic assessment and I-Ready growth monitoring
- Florida Standards Assessments for Reading, Writing, Mathematics
- Florida Comprehensive Assessment Test for Science
- . Student grades
- . District pre/post Writing baseline assessment
- Topic assessments for Mathematics and Science
- . Biweekly assessment McGraw-Hill e-assessment for Reading

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/339240>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

See 2016-2017 Parental Involvement Plan

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
Bazile, Marie	Principal
Wright, Violette	Assistant Principal
Bryant, Angelica	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 following steps are considered by the school's MTSS Leadership Team to address how the school can utilize the MTSS process:

- Based on the report provided by the team, monitoring and updating the process start based on each individual student and their particular needs.
- Reading Coach provides assessment data after disaggregation to support the data.
- Suggestions and plans of action are presented with possible solutions to any academic and/or behavior issues.
- School Psychologist reviews periodically the folder of each student who are being identified for referral, MTSS, and Placement.

The community involvement specialist provide update for students with excessive absences.

- The team will monitor academic and behavior data evaluating progress by reviewing universal screening and link to instructional decisions; review progress monitoring data including RtI; identify students who are meeting or exceeding standards, moderate and high risk not meeting standards.
- Administration conducts walk-throughs and monitor classroom visitations to evaluate both daily instruction and specific interventions. Maintain communication with staff for input and feedback, as well as update on procedures and progress.

Based on the above information the team identifies professional development and resources. The team also collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

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.

Title I, Part A

Arch Creek provides services to ensure students requiring additional remediation are assisted through Tutorial Programs. The District coordinates with Title II and Title III to ensure and provide staff development as needed. Curriculum Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. The Coach identifies systematic patterns of students' needs while working with District personnel to establish appropriate, evidence-based intervention strategies; assists with all the school screening programs that provide early intervention services for children considered "at risk"; supports in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring. Title I funded Community Involvement Specialist (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules monthly meetings and activities, encourage parents to support their child's education, and encourage parental participation in the decision making processes at the school site.

Title I, Part D

Arch Creek coordinates services with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, funds are used to train qualified mentors for the New Teacher (MINT) Program, for add-on endorsement programs, such as Reading, Gifted, ESOL, as well as training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation and Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrants and English Language Learners. Funds at Arch Creek are used to purchase:

- Imagine Learning licenses
- Provide professional development for Imagine Learning
- Provide after-school tutoring for ELL students in grades 3, 4 and 5
- Cultural supplementary instructional materials
- Parent Outreach activities

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.
- 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 tutoring and counseling to homeless shelters in the community.
- The school has identified our guidance counselor as our school-based homeless coordinator who has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

The school offers a non-violence, anti-bullying and anti-drug program to students, that incorporates field trips, community service, and counseling.

Nutrition Programs

Arch Creek Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. The school houses a student vegetable garden for exploration and experiments.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

•N/A

Other

Health Connect in Our School

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Arch Creek has been provided with a School Social Worker (shared between schools) and a School Nurse.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nick Decius	Business/Community
Dr. Marie Bazile	Principal
Margaret Crawford	Teacher
Kendra DuPree	Education Support Employee
Nadege D. Jean	Parent
Teresa Singh	Education Support Employee
Theomara McAllister	Parent
Carline St. Facile	Teacher
Dr. Jacques Pierre	Teacher
Paul Fabre	Teacher
Marcus Jean	Student

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 SAC was very involved in the school improvement plan in providing input and recommendations. Items are discussed monthly to monitor the implementation of goals and action plans.

b. Development of this school improvement plan

The SAC has been instrumental in providing input in the development of this school improvement plan. A draft was submitted for their review and recommendations.

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

The SAC holds monthly meetings to provide feedback for the school's budget and School Improvement Plan.

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

The funds allocated for last year was \$2,999. \$820.00 was budgeted for USB Wristbands, \$987.45 for Follett Library Resources, and \$630.00 for Pre-cut Tennis Balls for classroom chairs.

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
Bazile, Marie	Principal
Wright, Violette	Assistant Principal
Bryant, Angelica	Instructional Coach

b. Duties

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

Our leadership fosters a culture consistent with the school's purpose and direction. We encourage, support and expect all students to be held to high standards in all courses of study, so the culture of the school is characterized by collaboration and a sense of community. Administration complies with all policies and procedures to promote student achievement. Our team is extremely mindful of student safety, therefore, the staff implements a comprehensive plan of action that ensures every student's welfare is recognized and met. There is consistent communication between all stakeholders through Connect-Ed, Professional Learning Community, monthly parent meetings, EESAC, and daily interaction between administration.

D. Public and Collaborative Teaching

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

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

The principal participates in common planning among all grade levels. Teachers are also given time to debrief during common planning and grade level meetings after attending professional development in order to plan how to implement skilled learned.

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

- 1.Regular meetings for new teachers with administration by grade level
- 2.Partnering new teachers with experienced instructional staff
- 3.Soliciting referrals from current employees
- 4.Providing experience and exposure to leadership responsibilities

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

Arch Creek Elementary participates in the District MINT program. Teachers are paired with experienced teachers who are teaching the same core curriculum subject area. The school provides common planning to maintain daily conversation regarding lesson planning and instructional delivery. Onsite professional development to include gradebook, I-Ready, G2D, school site orientation, modeling of instruction, best practices, and observing other teachers. Instructional coach will provide support and unwrapping the standards and giving feedback for remediation.

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.

Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world. This multi-ethnic, bilingual/bi-literate school presently offers rigorous academic programs through the use of technology, appropriate strategies, and parental/community involvement. Opportunities are provided for students to think creatively, learn to make responsible decisions, and achieve academic success.

Arch Creek Elementary is continuously striving to increase reading achievement. To that end, effective strategies such as: differentiated instruction, data-driven instruction, enrichment instructional opportunities, gradual release model, higher-order thinking and necessary interventions have been put in place to address the students' academic needs.

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.

Arch Creek Elementary is continuously striving to increase student achievement. To that end, effective strategies such as: differentiated instruction, data-driven instruction, enrichment instructional opportunities, gradual release model, higher-order thinking and necessary interventions have been put in place to address the students' academic needs. Teachers have been provided professional development on the new Florida Standards to dissect the Item Specifications and align them to guide instruction. Instructional coaches plan weekly with all grades to effectively conduct the coaching cycle as needed in classrooms. Data is reviewed to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning and I-Ready. I-Ready and Topic Assessment data is used to guide whole group and small group instruction.

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: 2,400

We will provide before and after-school tutoring for ELL readers in 3rd, 4th, and 5th grades using Title III funds.

Strategy Rationale

The ELL students at ESOL levels 1-4 is the focus of the tutorial program. Based on the prior year's I-Ready scores, students who are in the lowest 25th percentile are invited to attend the tutoring sessions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bryant, Angelica, abryant@dadeschools.net

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

Based on the results of bi-weekly assessments and data chats, data will be disaggregated by standard and necessary adjustments will be made.

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 Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to kindergarten. In addition, in the spring of each school year, a "Transition to Kindergarten Workshop" is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten. The school guidance counselor organizes Career Day speakers to provide exposure to various career opportunities. In addition, fifth grade students are presented various options for middle school enrollment; for example: magnet school programs, charter schools, and feeder pattern middle schools. The students are guided through subject selection and application processes using academic counseling strategies.

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2016-2017 school year, the school would have made progress with new and additional resources to successfully improve the school climate.
- G2.** In the beginning of the 2016-2017 school year, we are implementing more resources related to technology to address 21st Century learning.
- G3.** In the beginning of the 2016-2017 school year, students in the lowest 25% for ELA were identified for additional intervention and support.
- G4.** To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. By the end of the 2016-2017 school year, the school would have made progress with new and additional resources to successfully improve the school climate. 1a

G088104

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (VAM)	5.0

Targeted Barriers to Achieving the Goal 3

- Teacher lack of preparation for 21st Century classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development opportunities, team building exercises, teacher recognition

Plan to Monitor Progress Toward G1. 8

Teacher conferences and faculty meetings

Person Responsible

Marie Bazile

Schedule

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

Evidence of Completion

Class culture during walk-throughs, teacher daily routine

G2. In the beginning of the 2016-2017 school year, we are implementing more resources related to technology to address 21st Century learning. 1a

G088105

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of the use of technology; specifically the new Thinkgate, Gateway To Data (G2D) software and e-Assessment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Thinkgate (G2D), e-Assessment through McGraw-Hill ConnectEd, Edcite, Imagine Learning

Plan to Monitor Progress Toward G2. 8

Professional development from the District

Person Responsible

Violette Wright

Schedule

Quarterly, from 10/12/2016 to 5/30/2017

Evidence of Completion

Teacher reflections, follow up activities, student folders, lesson plans, differentiated instruction

Plan to Monitor Progress Toward G2. 8

Collaborative meetings

Person Responsible

Violette Wright

Schedule

Weekly, from 8/30/2016 to 5/31/2017

Evidence of Completion

Lesson plans, grade level minutes, student data folders

G3. In the beginning of the 2016-2017 school year, students in the lowest 25% for ELA were identified for additional intervention and support. 1a

G088106

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- Correlating resources to improve the deficiencies for the lowest 25%
- Teachers having difficulty accessing and interpreting data.
- Ongoing monitoring of the student data.
- Provide a system for students to monitor and take responsibility for their own data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Intervention, i-Ready, and Imagine Learning

Plan to Monitor Progress Toward G3. 8

Professional development from the District

Person Responsible

Marie Bazile

Schedule

Monthly, from 10/3/2016 to 1/30/2017

Evidence of Completion

Student progress reports, follow up activities,

Plan to Monitor Progress Toward G3. 8

Data Chats

Person Responsible

Marie Bazile

Schedule

Every 6 Weeks, from 9/27/2016 to 5/31/2017

Evidence of Completion

Data folders, test results, DI groups

Plan to Monitor Progress Toward G3. 8

Collaborative lesson planning

Person Responsible

Marie Bazile

Schedule

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

Evidence of Completion

Classroom observations of best practice learned, consistency of instructional activities during walk throughs

G4. To increase student achievement by improving core instruction in all content areas. 1a

G088107

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Reading - African American	73.0
AMO Reading - ELL	71.0
AMO Reading - ED	74.0

Targeted Barriers to Achieving the Goal 3

- There is limited training on the 4 C's, collaboration, creativity, communication, critical thinking.
- There is a lack of engaged activities that can enhance students' knowledge.
- Majority of students need greater opportunities to allow them to analyze, evaluate and synthesize effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core: McGraw-Hill Wonders/WonderWorks, Supplemental: I-Ready, Imagine Learning (ELL) Teachers, scheduling professional development at the District level, collaborative planning, grade level meetings, CRISS Training, J & J Bootcamp, Time For Kids, and Scoring High.

Plan to Monitor Progress Toward G4. 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person Responsible

Marie Bazile

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Professional Development roster, 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** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2016-2017 school year, the school would have made progress with new and additional resources to successfully improve the school climate. 1

G088104

G1.B1 Teacher lack of preparation for 21st Century classroom 2

B234262

G1.B1.S1 Some teachers are reluctant to transition from a traditional teaching model to preparing students to become 21st Century learners. 4

S247034

Strategy Rationale

The school culture is in transition as teachers are provided professional development to become more savvy in utilizing technology as a tool for effective student achievement.

Action Step 1 5

Provide professional development in Edcite program for classroom teachers

Person Responsible

Angelica Bryant

Schedule

On 8/30/2016

Evidence of Completion

PD agenda, sign-in rosters, collaborative planning, follow-up activities, student folders

Action Step 2 5

Provide professional development in e-Assessment through McGraw-Hill and G2D software program.

Person Responsible

Violette Wright

Schedule

Biweekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Data binder (data folders), G2D reports

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

Administrator/teacher conference

Person Responsible

Marie Bazile

Schedule

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

Evidence of Completion

Classroom observations, walkthroughs, teacher reflections activity, student folders and journals

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

Monitor lesson plans, use of technology and improved assessment results

Person Responsible

Violette Wright

Schedule

Weekly, from 9/27/2016 to 6/8/2017

Evidence of Completion

Monthly reports, students assessments and progress reports

G3. In the beginning of the 2016-2017 school year, students in the lowest 25% for ELA were identified for additional intervention and support. 1

G088106

G3.B1 Correlating resources to improve the deficiencies for the lowest 25% 2

B234266

G3.B1.S1 Provide professional development, promote collaborative planning and data chats for teachers. 4

S247035

Strategy Rationale

Because of the new G2D, Thinkgate format, several teachers need training to better utilize the data to group students for DI

Action Step 1 5

Professional development - School based

Person Responsible

Marie Bazile

Schedule

On 8/30/2016

Evidence of Completion

Student progress, data folders, classroom walkthroughs, G2D reports

Action Step 2 5

Administration/Teacher data chats

Person Responsible

Marie Bazile

Schedule

Every 6 Weeks, from 9/22/2016 to 5/30/2017

Evidence of Completion

District assessment results, data folders, classroom walkthroughs, DI groups

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans

Person Responsible

Marie Bazile

Schedule

Weekly, from 8/31/2016 to 6/8/2017

Evidence of Completion

Student progress, classroom walk-throughs, DI groups, data folders

G4. To increase student achievement by improving core instruction in all content areas. 1

G088107

G4.B1 There is limited training on the 4 C's, collaboration, creativity, communication, critical thinking. 2

B234270

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

S247037

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 5

Scheduling collaborative planning and grade level meetings

Person Responsible

Marie Bazile

Schedule

Weekly, from 9/19/2016 to 6/8/2017

Evidence of Completion

Reflected in teacher lesson plans, student artifacts, classroom observation

Action Step 2 5

Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.

Person Responsible

Angelica Bryant

Schedule

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

Evidence of Completion

Reflected in teacher lesson plans, student artifacts, classroom observation

Action Step 3 5

Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, paraphrase into written responses.

Person Responsible

Angelica Bryant

Schedule

Biweekly, from 10/24/2016 to 6/8/2017

Evidence of Completion

Reflected in student journals

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional deliver of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.

Person Responsible

Violette Wright

Schedule

Daily, from 9/26/2016 to 6/8/2017

Evidence of Completion

Lesson plans and student artifacts

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Data chats

Person Responsible

Marie Bazile

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student artifacts and classroom observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student work samples, topic and weekly assessments

Person Responsible

Marie Bazile

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Monthly reports

G4.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. . 4

S247038

Strategy Rationale

Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Use data from District Writing Pretest to effectively plan for student needs.

Person Responsible

Angelica Bryant

Schedule

On 2/28/2017

Evidence of Completion

Student artifacts and G2D reports

Action Step 2 5

Provide professional development to teachers on the Writing Standards, Item Specifications, and genre specific rubric.

Person Responsible

Angelica Bryant

Schedule

On 12/6/2016

Evidence of Completion

PD rosters, lesson plans, agenda

Action Step 3 5

Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet student needs. The reading coach will conduct mini lessons in identified classrooms using CRISS strategies

Person Responsible

Angelica Bryant

Schedule

Weekly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Student artifacts, lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines.

Person Responsible

Violette Wright

Schedule

On 6/8/2017

Evidence of Completion

Observation/walkthrough forms and/or checklists

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Develop, execute and monitor the use of an instructional framework, focusing on appropriate pacing and based on student needs.

Person Responsible

Marie Bazile

Schedule

Biweekly, from 9/26/2016 to 6/8/2017





Evidence of Completion

Monthly reports, student assessments

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.B1.S1.A1 A321342	Provide professional development in Edcite program for classroom teachers	Bryant, Angelica	8/30/2016	PD agenda, sign-in rosters, collaborative planning, follow-up activities, student folders	8/30/2016 one-time
G3.B1.S1.A1 A321344	Professional development - School based	Bazile, Marie	8/30/2016	Student progress, data folders, classroom walkthroughs, G2D reports	8/30/2016 one-time
G4.B1.S2.A2 A321351	Provide professional development to teachers on the Writing Standards, Item Specifications, and...	Bryant, Angelica	12/6/2016	PD rosters, lesson plans, agenda	12/6/2016 one-time
G3.MA1 M334474	Professional development from the District	Bazile, Marie	10/3/2016	Student progress reports, follow up activities,	1/30/2017 monthly
G4.B1.S2.A1 A321350	Use data from District Writing Pretest to effectively plan for student needs.	Bryant, Angelica	10/24/2016	Student artifacts and G2D reports	2/28/2017 one-time
G3.B1.S1.A2 A321345	Administration/Teacher data chats	Bazile, Marie	9/22/2016	District assessment results, data folders, classroom walkthroughs, DI groups	5/30/2017 every-6-weeks
G3.MA2 M334475	Data Chats	Bazile, Marie	9/27/2016	Data folders, test results, DI groups	5/31/2017 every-6-weeks
G1.MA1 M334470	Teacher conferences and faculty meetings	Bazile, Marie	9/6/2016	Class culture during walk-throughs, teacher daily routine	6/6/2017 monthly
G3.MA3 M334476	Collaborative lesson planning	Bazile, Marie	9/12/2016	Classroom observations of best practice learned, consistency of instructional activities during walk throughs	6/8/2017 weekly
G4.MA1 M334481	Provide professional development on lesson planning and delivery to include explicit instruction...	Bazile, Marie	9/26/2016	Professional Development roster, sign-in sheets	6/8/2017 monthly
G1.B1.S1.MA1 M334468	Monitor lesson plans, use of technology and improved assessment results	Wright, Violette	9/27/2016	Monthly reports, students assessments and progress reports	6/8/2017 weekly
G1.B1.S1.MA1 M334469	Administrator/teacher conference	Bazile, Marie	9/12/2016	Classroom observations, walkthroughs, teacher reflections activity, student folders and journals	6/8/2017 monthly
G1.B1.S1.A2 A321343	Provide professional development in e-Assessment through McGraw-Hill and G2D software program.	Wright, Violette	9/5/2016	Data binder (data folders), G2D reports	6/8/2017 biweekly
G3.B1.S1.MA1 M334473	Lesson plans	Bazile, Marie	8/31/2016	Student progress, classroom walk-throughs, DI groups, data folders	6/8/2017 weekly
G4.B1.S1.MA1 M334477	Student work samples, topic and weekly assessments	Bazile, Marie	9/26/2016	Monthly reports	6/8/2017 weekly
G4.B1.S1.MA1 M334478	Data chats	Bazile, Marie	9/26/2016	Lesson plans, student artifacts and classroom observations	6/8/2017 monthly
G4.B1.S1.A1 A321346	Scheduling collaborative planning and grade level meetings	Bazile, Marie	9/19/2016	Reflected in teacher lesson plans, student artifacts, classroom observation	6/8/2017 weekly
G4.B1.S1.A2 A321347	Provide professional development to dissect the Item Specifications and align instruction to the...	Bryant, Angelica	9/12/2016	Reflected in teacher lesson plans, student artifacts, classroom observation	6/8/2017 weekly
G4.B1.S1.A3 A321348	Plan for the implementation of effective instructional strategies such as note taking, selective...	Bryant, Angelica	10/24/2016	Reflected in student journals	6/8/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A4  A321349	Conduct weekly classroom walkthroughs to ensure effective instructional deliver of LAFS through...	Wright, Violette	9/26/2016	Lesson plans and student artifacts	6/8/2017 daily
G4.B1.S2.MA1  M334479	Develop, execute and monitor the use of an instructional framework, focusing on appropriate pacing...	Bazile, Marie	9/26/2016	Monthly reports, student assessments	6/8/2017 biweekly
G4.B1.S2.MA1  M334480	Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional...	Wright, Violette	9/26/2016	Observation/walkthrough forms and/or checklists	6/8/2017 one-time
G4.B1.S2.A3  A321352	Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as...	Bryant, Angelica	10/3/2016	Student artifacts, lesson plans, classroom observations.	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. By the end of the 2016-2017 school year, the school would have made progress with new and additional resources to successfully improve the school climate.

G1.B1 Teacher lack of preparation for 21st Century classroom

G1.B1.S1 Some teachers are reluctant to transition from a traditional teaching model to preparing students to become 21st Century learners.

PD Opportunity 1

Provide professional development in Edcite program for classroom teachers

Facilitator

Peer Teachers

Participants

Classroom teachers

Schedule

On 8/30/2016

PD Opportunity 2

Provide professional development in e-Assessment through McGraw-Hill and G2D software program.

Facilitator

Reading Coach

Participants

Selected teachers

Schedule

Biweekly, from 9/5/2016 to 6/8/2017

G4. To increase student achievement by improving core instruction in all content areas.

G4.B1 There is limited training on the 4 C's, collaboration, creativity, communication, critical thinking.

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.

Facilitator

Reading Coach

Participants

Reading teachers

Schedule

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

G4.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. .

PD Opportunity 1

Provide professional development to teachers on the Writing Standards, Item Specifications, and genre specific rubric.

Facilitator

District Employee

Participants

Reading teachers

Schedule

On 12/6/2016

PD Opportunity 2

Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet student needs. The reading coach will conduct mini lessons in identified classrooms using CRISS strategies

Facilitator

Reading Coach

Participants

Selected teachers in grades 2 to 5

Schedule

Weekly, from 10/3/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development in Edcite program for classroom teachers			\$0.00	
2	G1.B1.S1.A2	Provide professional development in e-Assessment through McGraw-Hill and G2D software program.			\$0.00	
3	G3.B1.S1.A1	Professional development - School based			\$0.00	
4	G3.B1.S1.A2	Administration/Teacher data chats			\$0.00	
5	G4.B1.S1.A1	Scheduling collaborative planning and grade level meetings			\$0.00	
6	G4.B1.S1.A2	Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.			\$0.00	
7	G4.B1.S1.A3	Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, paraphrase into written responses.			\$0.00	
8	G4.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional deliver of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.			\$0.00	
9	G4.B1.S2.A1	Use data from District Writing Pretest to effectively plan for student needs.			\$0.00	
10	G4.B1.S2.A2	Provide professional development to teachers on the Writing Standards, Item Specifications, and genre specific rubric.			\$0.00	
11	G4.B1.S2.A3	Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet student needs. The reading coach will conduct mini lessons in identified classrooms using CRISS strategies			\$4,158.00	
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		310-Professional and Technical Services	0341 - Archcreek Elementary School	Title I, Part A		\$4,158.00
<i>Notes: Notes</i>						
Total:					\$4,158.00	