

Miami-Dade County Public Schools

Air Base K 8 Center For International Education



2016-17 Schoolwide Improvement Plan

Air Base K 8 Center For International Education

12829 SW 272ND ST, Homestead, FL 33032

<http://abe.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	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

**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 Air Base K 8 Center For International Education

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.

Air Base K-8 (ABK-8) is a leader as an International Education Magnet Program. Our mission is integrating academic rigor with cultural competency, intensive language immersion, and globally responsive ecological studies.

b. Provide the school's vision statement.

Air Base K-8 provides a relevant, data-driven curriculum which fortifies the investment in cultural sensitivity, character education, and eco-literacy. The primary goal of our challenging academic magnet program is for students to become bilingual (listeners and speakers) and bi-literate (readers and writers). Our primary objective is to deliver a fully integrated international program; one that facilitates innovative curricular design. The Florida Standards alignment with global magnet themes strengthens the valuation of universal exchanges thus promoting reflective learners empowered with skills to engage in the 21st Century.

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 Air Base K-8 Center learns about students' cultures and builds relationships between teachers and students, is that we strive to help our learners feel accomplished in their pursuit of academic achievement. Administrators, teachers, students, parents, and the community sustain a healthy rapport while educating the total child through rigorous interdisciplinary researched-based learning, authentic assessment of international themes, and world language immersion; all of which contribute to the development of life-long learning habits.

Air Base K-8 Center provides a nurturing environment which serves to stimulate students' academic commitment through a strong curricular foundation and a global perspective. We highlight intensive language immersion, cultural diversity, technological literacy, and dynamic parent/community involvement. The total commitment of all stakeholders will prepare our students to function as valuable, globalized citizens of the 21st Century.

As a Magnet School without boundaries, the student body is comprised of children from all areas of the South Region. We make a concerted effort to vigorously recruit a diverse group of learners to reduce racial, ethnic, and socio-economic isolation at the school. Students, their parents, and alumni all play an essential role in our recruitment process. Our academic rigor, character, and acclaimed reputation attract families from beyond our school community.

The magnet program combines interdisciplinary curriculum, intensive second language immersion, and in-depth cultural studies, which are linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on the application of critical thinking and analytical problem-solving through extensive use of technology. The foreign language department provides instruction in French and Spanish as a second language, as well as advanced Spanish for native Spanish speakers.

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

The school creates and maintains an environment where students feel safe and respected before, during, and after school through the combined work of administrators, staff, and teachers. Administrators and security monitors actively walk throughout the school and keep all access areas, other than the main entrance, locked. Visitors are monitored by school security as they enter. Classroom teachers ensure the safety and respect of all students by creating an atmosphere that addresses learner needs. After school hours, security is posted at the main entrance, and only open access to the school. After school care staff monitor student groups to ensure the safety of all students as well. Additionally, administrative, teaching, and counseling support personnel are always available to students and their families to facilitate guidance, assessment, referral, educational, and career planning.

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 schoolwide behavioral system, which enables students to be engaged during instructional time, is a multi-faceted plan that involves administration, faculty, staff, and parents. Administration provides clear behavioral expectations for each grade level via student assemblies. Throughout the school year, positive behavior of students are enhanced and encouraged by utilizing Values Matter Miami, Character Education, and Cambridge Learner Attributes activities. Teachers provide positive reinforcement to promote acceptable behaviors and consequences for students who do not follow rules and procedures. Administration and the school counselors follow up with students when necessary to provide support. Behavioral management is utilized by teachers and support staff, which follows a progressive discipline plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional need of all students are addressed and met through services provided via school counselors. Administrators and targeted staff members also provide social-emotional support to all students. The school counselors work closely to reinforce support to all stakeholders.

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.

Attendance will be targeted for students who have five or more unexcused absences and/or five or more incidents of tardiness. Targeted students will be referred to the Attendance Review Committee, which includes administrators and school counselors. Parents will be contacted by an administrator to address excessive absenteeism and/or tardiness.

Students who scored below academic achievement levels on the statewide reading or math standardized assessment and/or the i-Ready Diagnostic Assessment will receive intensive instruction and/or intervention to address their needs.

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	0	0	1	0	2	0	1	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	1	0	1	2	1	1	0	0	0	0	0	9
Level 1 on statewide assessment	7	27	26	6	15	16	1	4	1	0	0	0	0	103
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on reading statewide assessment	3	14	9	2	9	4	0	1	0	0	0	0	0	42
Level 1 on math statewide assessment	4	13	18	4	6	6	0	3	0	0	0	0	0	54
Retentions	1	5	0	0	0	0	0	0	0	0	0	0	0	6

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	2	1	0	10	9	14	0	4	0	0	0	0	41

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

Assessment data is utilized to identify students who are in need of intervention and ongoing progress monitoring. Intervention and/or progress/growth monitoring are used to support students in achieving academic goals.

For learners struggling in reading, i-Ready Diagnostic Assessments and monthly Growth Monitoring within i-Ready, Wonder Works Intervention, after school ESOL Title III Intervention, McGraw-Hill Reading Series (Grades K-5), Houghton Mifflin Collections Reading Series (Grades 6-8), Intensive Reading courses, Accelerated Reader Program, myON Literacy Eco System, Discovery Videos, Leadership Literacy Team (LLT), Cambridge website, district Cambridge resources, and Cambridge schools/personnel will be utilized as intervention strategies to improve the academic performance of students identified by the Early Warning System.

For students struggling in mathematics, the GO Math series, before/after school tutoring, in-house tutoring during fine arts, Think Central, GO Math Podcasts, i-Ready Diagnostic Assessments and monthly growth monitoring within i-Ready, GIZMOS, Brain Pop, Khan Academy, manipulatives, Discovery Videos, Interactive Math Notebooks, Intensive Math courses, District Cambridge resources, Cambridge schools/personnel, and Reflex Math will be employed as intervention systems to improve the academic performance of students identified by the Early Warning System.

In addition, for students identified as not meeting the District's or State's requirements for proficiency in reading and/or mathematics will be monitored and provided appropriate intervention and remediation to improve academic performance.

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

During the 2015-2016 school year, parent participation, in overall schoolwide activities was 72% of total school enrollment as indicated by volunteer sign-in sheets. Our goal for the 2016-2017 school year is to increase parent participation by 2%, from 72% to 74%.

Our action plan includes the following:

- Survey the parents for topics and/or concerns dealing with academic or behavioral issues.
- Provide multiple opportunities for parents to attend workshops during and after school hours, such as parent meetings, curriculum nights, and standardized testing informational events.
- Provide a volunteer orientation breakfast for new and returning volunteers.
- Provide online academic resources via the school and teacher websites.
- Review sign-in sheets to determine the number of parents attending school events.

Air Base enjoys a cooperative, mutually beneficial relationship with numerous stakeholders. The school works towards building and maintaining positive relationships with families and community liaisons on a daily basis through active engagement. Air Base continuously works to build a culture that supports the community needs, as well as, students' needs. The parent involvement efforts are being enhanced this year with the addition of a volunteer coordinator and an active PTA. Parents are regularly informed of their child's progress through the student/parent portal, parent/teacher conferences, interim progress reports, and connecting with online programs such as Class Dojo, Edmodo, and parent Home Connect for behavioral and academics progress. Air Base K-8 Center collaborates with partners, parents, teachers, administrators, business, and community liaisons to create an educational program that nurtures unique, cooperative, mutually beneficial relationships in order to meet high-performance expectations and standards. Our partners in education serve as tutors, mentors, listeners, teacher aides, designers, and guest speakers. Additionally, these stakeholders contribute a wealth of resources and diverse perspectives, which support schoolwide multicultural culminating activities, technology training nights, science nights, and reading events. Grade level curriculum meetings and workshops are held throughout the year to keep parents and community partners informed of how they can assist/support the school in the meeting of schoolwide goals.

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

The Parent Teacher Association, magnet office, and EESAC work in conjunction with the local community to secure resources to support the school and student achievement. These groups are in contact with community stakeholders to seek out and secure support.

Parental and communal contributions sustain our innovative international magnet. Families and provincial liaisons serve in differing capacities to support a myriad of edifying culminating activities such as Fiesta Latina/Expo of the Americas, Tour de France, African Expedition, United Nations Expo, Theodore Gibson Oratorical, Asian Explosion or The Passage to India, Colonial Depot, Coffee and Conversation with School Board representatives, Science and Math Activities Connecting Kids (SMACK) Night, Green Education Fair, Reading Around the World, Evening Under the Stars, Fairchild Challenges and Dream City Challenge, as well as additional educational events.

Air Base K-8 Center maintains a strong community relationship with our Dade Partners, The City of Homestead Mayor and Council and the Homestead/Florida City Chamber of Commerce, The Home Depot, McKesson Foundation, Kohl's, Fairchild Tropical Gardens, Wal-Mart, BJ's Wholesale Club Adopt a School Program, Mainstreet Dental, Homestead Air Reserve Base, Dream In Green, Deering Estates, Coral Gables Museum, Florida Native Plant Society, National Alopecia Areata Foundation, Winn-Dixie,

Publix, Pollo Tropical and other local businesses. Community businesses and volunteers support our magnet initiatives through Beautification and Earth Day activities, year-round environmental initiatives, and the creation of learning gardens (certified butterfly gardens, outdoor classroom and organic gardens).

Air Base K-8 Center sustains professional relationships with Barry University, Florida International University, Nova University, and Miami-Dade College, sponsoring student field experiences and teacher internships.

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
Salinas, Amira	Principal
Gibson-Carvalho, Angella	Assistant Principal
Monge, Carmen	Teacher, K-12
Rodriguez, Humberto	School Counselor
Vior-Gonzalez, Joanna	Teacher, ESE
Perez, Vanessa	Psychologist
Milian, Niki	Assistant Principal
Portuondo, Laurie	School Counselor

b. Duties

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

The roles and functions of the MTSS/Rtl Leadership Team:

The principal is the instructional leader who facilitates the MTSS/Rtl Leadership Team on a monthly basis while guiding the vision and mission of Air Base K-8 Center. The principal ensures that the school-based team assesses, implements, provides intervention, ensures adequate professional development to support the school -based MTSS/Rtl team, and communicates with all stakeholders regarding MTSS/Rtl plans and activities.

The assistant principals provide support to the instructional leader and MTSS/Rtl school-based team, ensure the collection of data and the implementation of intervention for identified students, monitor the MTSS/Rtl intervention groups, follow-up on professional development activities, and disseminate District mandated research based professional development strategies and initiatives with faculty.

The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site.

The school psychologist interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, and facilitates data-based decision making.

The SPED teachers, as well as selected grade level representatives, participate in student data collection, integrate core instructional activities/supplemental materials with Tier 3 instruction, support grade level collaboration with teachers through the implementation of co-teaching engagements when needed, and serve as liaisons to the grade level and MTSS/RtI Leadership Teams.

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 process by which ABK-8 identifies and aligns all available resources in order to meet the needs of all students and maximize the desired outcomes are as follows:

- Teachers implement the McGraw-Hill and/or Houghton Mifflin Reading Series with fidelity.
- Teacher implement the GO Math series with fidelity in kindergarten through fifth grade.
- Teachers implement McGraw Hill Glenco (Course 1-3) in sixth through eighth.
- Teachers implement Houghton Mifflin Harcourt in eighth grade Pre-Algebra and Algebra I.
- Teachers implement Houghton Mifflin Harcourt in eighth grade Geometry.
- Teachers monitor the implementation of the Four-Step Plan Do Study Act (PDSA) Model on an ongoing basis.
- Teachers analyze ongoing data to identify strengths and weaknesses.
- Teachers utilize the District Pacing Guides as a guideline to incorporate weekly standards/benchmarks within the core curricular program.
- Teachers utilize the monthly curriculum articulation that aligns with the Florida State Standards and Magnet Curriculum, to enable collaborative planning between the Foreign Language and Fine Arts teachers to support and guide reading instruction.
- Teachers utilize and monitor technological resources with emphasis on the iReady Diagnostic Assessments and monthly growth monitoring to enrich and remediate students' reading/mat skills and performance in kindergarten through eighth grade.
- Teachers provide and monitor a tutorial program employing WonderWorks to address the reading deficiencies of Tier 2 students.
- Teachers utilize the Accelerated Reader program to promote and gauge independent reading.
- Instructional personnel develop a professional learning library created by teachers for teachers to provide a rich resource bank of materials.
- Personnel encourages attendance at school assemblies, such as: Open House, Parent-Teacher Conferences, Parent Information Night , Writing Night, Science Fair Night, SMACK Night (Science Math Activities Connecting Kids), and Reading Around the World.

The Curriculum Council/Leadership Team meets monthly to focus on universal screening, progress monitoring data, identification of students not maintaining or meeting standards/benchmarks. The team will identify professional development needs to support universal or progress monitoring data for students at-risk, establish a calendar of staff development activities and discuss best practices during monthly faculty meetings. The team will also reinforce the grouping of concepts for student mastery; determine student mastery of established skills/concepts taught. The team will maintain communication and professional development of staff through input and feedback, as well as, update said personnel of procedures and progress.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Raul Calzadilla Jr.	Principal
Sara Barbachan	Teacher
Cheryl Spiner (UTD Steward)	Teacher
Nancy Wright	Teacher
Marlene Romano (EESAC Chairperson)	Teacher
Marissa Rocafort (School Counselor)	Education Support Employee
Amira Salinas	Education Support Employee
Roberto Cisneros	Parent
Lawerence Ventura	Parent
Terri Stockwell	Parent
Ramiro Molina	Business/Community
Mollie Dawson	Teacher
Dr. Chrisanne Fordik	Education Support Employee
Michael Meikle	Business/Community
Melissa Wright	Teacher
Ramiro Orta	Parent
Juanita Olvera	Parent
Natalia Martinez	Parent
Robert Lageyre	Student
Stephanie Chavez	Student
Nathaniel Mateo	Business/Community
Vivian Loriga	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviewed the 2015-2016 SIP plan and discussed strategies for improvement. The SAC conducted quarterly reviews of assessment data, curriculum updates, student and parent representative elections, and monitoring of the progress of our K-8 configuration.

b. Development of this school improvement plan

The Student Advisory Council (SAC) frequently reviews and monitors schoolwide data, revises and votes for acceptance of the SIP to ensure compliance in all areas.

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

The School Advisory Council (SAC) are presented with the EESAC budget and make allocation decisions as a part of the responsibilities and duties of the SAC (i.e. Renaissance AR subscription and grade level proposals). Members present proposals for expenditures of the budget, which are voted upon for approval or denial.

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

Of the \$4,800.00 we will have in our budget, \$3,964.00 will be spent to renew our Renaissance AR Subscription. The rest of the monies will be distributed following a thorough review of written proposals and consensus votes, ensuring that schoolwide academic achievement is supported.

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
Salinas, Amira	Principal
Gibson-Carvalho, Angella	Assistant Principal
Monge, Carmen	Teacher, K-12
Diaz, Jennifer	Teacher, K-12
Gandia, Leslie	Teacher, K-12
Polo, Elizabeth	Teacher, K-12
Portuondo, Laurie	School Counselor
Purcell, Hannah	Teacher, K-12
Aguirre, Maritza	Teacher, K-12
Loriga, Vivian	Teacher, K-12
Milian, Niki	Assistant Principal
Vior-Gonzalez, Joanna	Teacher, ESE
Wright, Nancy	Teacher, K-12
Wright, Melissa	Teacher, K-12
Caballero, Lacey	Teacher, K-12

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

The initiatives for the 2016-2017 school year will include, but not be limited to: reading across the curriculum and content areas, fostering reading enlightenment, creating a positive atmosphere for literacy across all content areas, Accelerated Reader use and celebration for achievement of goals, and differentiated instruction.

The Literacy Leadership Team meets quarterly to create and monitor school wide reading events and activities. All subjects infuse reading throughout the content and curriculum. Schoolwide celebrations occur on a quarterly basis to identify students meeting their Accelerated Reader goals.

D. Public and Collaborative Teaching

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

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

Teachers are provided time to plan collaboratively during common planning periods throughout the school year. Teachers and LLT members also meet once a week for grade level meetings in order to work cooperatively to plan/articulate grade level activities and parent/community events. Professional Learning Communities and Professional Development sessions are utilized to share best practices and learn highly effective teaching methodology that will increase rigor in instruction and support the alignment to the Florida Standards and Cambridge curriculum. Academic and fine arts departments follow monthly articulations that assist teachers to focus on a common curriculum and vertical articulation with the grade level above or below.

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

The principal along with the assistant principals will:

1. Interview potential candidates and select highly qualified interviewees to fill instructional positions.
2. Provide professional development to teachers in identified areas of need and include time for teachers to implement activities.
3. Provide opportunities to engage in Professional Learning Communities in which teachers share best practices, interpret test results, and accommodate diversity in student learning.
4. Implement collaborative planning where teachers plan lessons and project-based learning activities.
5. Designate department/grade level chairs and/or selected peers to mentor/support new personnel.

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

Teachers are mentored and supported through ongoing Professional Development. Teachers who are identified with areas of need are provided time to implement activities learned from Professional Development activities. Mentor teachers are provided time to meet with identified teachers during common planning times. They will be offered the opportunity to conduct model classroom visitations and attend on site training sessions.

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 employ District mandated programs and curriculum such as, but not limited to Grade Level Expectations, Florida Standards, Pacing Guides, and Curriculum Articulation to plan effectively.

b. Instructional Strategies

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

Data is disaggregated at the beginning of the academic year, utilizing the prior school year's standardized assessment and current school year's assessment to determine learner needs.

Teachers and administrators collaborate to place those having difficulty attaining proficiency or achieving grade level expectations. Students are placed in appropriate intervention/enrichment programs to support attaining proficiency on State assessments. During these sessions, intervention and enrichment programs are selected based on District mandates to support instruction. Timelines are developed to progress monitor students. Differentiated instruction is revisited based on i-Ready Diagnostic Test, progress monitoring, classroom assessments, beginning, mid-year, and end-of-year assessments results. Additionally, data will be gathered quarterly to guide instructional decisions for all students in order to adjust the delivery of curriculum to meet the specific needs of all participants.

Instruction will be modified or supplemented to assist students having difficulty attaining proficiency on State assessments including adjusting the delivery of behavior management system, adjusting the allocation of school-based resources, monitoring and targeting specific needs in the area of Professional Development, and creating and monitoring growth trajectories in order to identify and develop interventions.

Managed data will include:

i-Ready Diagnostic Assessment, Intensive Reading for students in grades 6-8, Mid Year Assessments, District Assessments, State/ District math and science assessments, topic and unit assessments, FCAT 2.0 2015-2016, FSA 2015-2016, EOC 2015-2016, student grades, and school-site specific assessments.

Behavioral:

School-Based Alternatives to Suspension Plan, Student Case Management System, detentions, probation, climate surveys, attendance referrals, and referrals to SPED programs.

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: Extended School Day

Minutes added to school year: 6,000

Tutoring will be offered to students that are identified as Tier 2 and 3 during assessment period three of the 2015-2016 i-Ready Diagnostic Assessment. Ongoing i-Ready diagnostic assessments during the 2016-2017 school year will also be utilized to progress monitor students and identify those eligible to enter tutoring programs. CELLA/Access for ELL 2.0 will be utilized to identify ESOL students at levels 1-4 for participation in the ESOL Title III intervention program. Tutoring will be offered as follows:

- Grade 2 – ESOL tutorial for students at levels 1-4 are identified.
- Grade 3 – Reading for students identified based on grade 2 SAT scores, baseline data, teacher recommendation.
- Grade 4 – Writing for students identified based on District Writing Pre-test Assessment.
- Grade 4 – Reading for students identified based on grade 3 i-Ready Diagnostic Assessment, and teacher recommendation.
- Grade 5 – Math for students identified based on grade 4 i-Ready Diagnostic Assessment, and teacher recommendation.
- Early Bird Intervention.
- Grades 3 -5 – i-Ready Reading and Math.
- Before School Accelerated Reader Library book check-out and testing.
- After School Clubs – provide enrichment and critical thinking, use of technology, problem solving, hands-on creating, designing, manufacturing, and supplementation through humanities i.e. art and drama.

Strategy Rationale

Teachers will provide additional instructional time and assistance for students not meeting proficiency nor making learning gains. An enrichment program will be provided for students meeting proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Salinas, Amira, asalinas@dadeschools.net

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

Using the following assessments, the MTSS/Rtl team and the teachers are responsible for collecting the data in order to monitor student progress, plan for and differentiate instruction. Data chats will be held with administrators, teachers and students.

- Beginning-of-Year Assessments
- Mid-Year Assessments
- End-of-Year Assessments
- i-Ready Diagnostic, Ongoing Progress Monitoring, and Growth Monitoring
- Teacher Generated Tests
- STAR Accelerated Reader
- CELLA/Access for ELL 2.0

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.

Air Base K-8 Center's articulation begins in Pre-Kindergarten and Kindergarten. Teachers and staff facilitate the transition of Pre-Kindergarten students through various practices. Initially, students attending Air Base are taught through the use of Houghton Mifflin Reading High Scope curriculum and Big Day for Pre-K. The students interact with one another, work in small groups directed by a paraprofessional or teacher and learn to make choices within constructs of the classroom setting. Our Pre-Kindergarten transition team at Air Base K-8 Center consists of four teachers, four paraprofessionals, a school counselor and the School Support Team. Data on student readiness skills include, but are not limited to, the Florida VPK Assessment three times within the academic school year.

Along with our own Pre-Kindergarten students, neighboring Head Start programs visit schools every spring to share Kindergarten experiences and to discuss activities at that grade level with visiting preschool children.

Teachers articulate with the parents, students, and colleagues periodically at the end of the school year for transition to the next grade level. Monthly articulation documents are sent across grade levels to special area and foreign language teachers for further transitional goals.

In addition, our fifth grade students are introduced to the Upper Academy grade six through eight curricula, program requirements and expectations via Step Up Day. Articulation for ESE students is completed at the end of the year to appropriately place students in the correct programs, as well.

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.** If core instruction is increased in all content areas then student achievement will improve.
- G2.** In order to increase the academic achievement of at-risk students, as identified by the Early Warning Systems (EWS), intervention and support will be provided to those students.
- G3.** Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) focused curriculum will be used to enable students to increase their college and/or career readiness.
- G4.** Increase parental involvement in school related activities, meetings, and parent portal in Kindergarten through eighth grade.

Strategic Goals Detail

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

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

G088148

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	84.0
AMO Reading - SWD	68.0
AMO Math - All Students	85.0
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal 3

- Utilization of monthly curriculum articulation is limited.
- Time for teachers to plan collaboratively and/or across the curriculum is limited.
- Limited technological hardware and fully functioning technology within classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology: Use of educational technological programs and applications such as iReady, Gizmo, BrainPop, Accelerated Reader, Khan Academy, Edmodo, Class Dojo, My Big Campus, and MDCPS student and parent portals. Utilization of technological hardware including Smart, Promethean boards, and mobile technology resources such as laptops, tablets, and projectors.
- Mathematics: Assessment data, ongoing progress monitoring, GO Math series, Think Central, Luli Dixon GO Math Podcasts, iReady, GIZMOS, Brain Pop, Khan Academy, Smart and Promethean boards, manipulatives, Discovery Videos, Interactive Math Notebooks, Before/After school tutoring, In-house tutoring during fine arts, Cambridge Website, District Cambridge Resources, Cambridge Schools/Personnel, Synergy PLC's, Reflex Math.
- Science: Assessment data, Gizmos, Synergy PLC's, BrainPop, powermylearning.org, Weebly.com, interactive science notebooks, PLCs, Discovery Education, AIMS Science, Nurturing Environmental Stewards of Today and Tomorrow (N.E.S.T.T.) program with Deering Estates, hands-on experiences to infuse science and math labs, Fairchild Challenge, CER (claims, evidence, reasoning), NBC Learn, ScienceSaurus, Study Jams, essential labs, Science Builders.
- Social Sciences: Cambridge Website, Discovering the Past – A History of the World, McGraw-Hill text resources, District Cambridge Resources, Cambridge Schools/Personnel, District Social Sciences Resources, Synergy PLC's, magnet curriculum, Promethean and Smart boards, student devices, Pacing Guides, Civics in a Snap (elementary), History Labs (grades 6-8), Edgenuity (grades 6-8), Discovery Education, Scholastic and Junior Scholastic News.
- Language Arts/Reading: Assessment data, ongoing progress monitoring, growth monitoring, Wonder Works Intervention, i-Ready, McGraw Hill Reading Series (Grades K-5), Houghton Mifflin Collection Reading Series (Grades 6-8), Accelerated Reader Program (AR), MyON Reader, Smart and Promethean boards, LLT Leadership Literacy Team, Media Specialist, Cambridge Website, District Cambridge Resources, Cambridge Schools/Personnel, Synergy PLC's.

Plan to Monitor Progress Toward G1. 8

Grade level and department meeting agendas, notes, and applicable documentation, observational data, assessment data.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Observations of classroom teaching, department and grade level meetings, assessment data reports.

G2. In order to increase the academic achievement of at-risk students, as identified by the Early Warning Systems (EWS), intervention and support will be provided to those students. 1a

 G088149

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	3.0
Non-proficient Reading by Grade 03	2.0

Targeted Barriers to Achieving the Goal 3

- Student absences, tardiness, and instances in which students leave early, are impeding instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology support in the classrooms, computer lab, and media center, Cambridge Program, monthly grade level articulation meetings, iAttend attendance monitoring reports, weekly leadership/administrative team meetings, attendance review committee, student services, media specialist, empowering parents nights, review of attendance bulletin, monthly attendance reports of 10 or more absences.

Plan to Monitor Progress Toward G2. 8

Truancy reports and attendance rosters.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Truancy Reports

G3. Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) focused curriculum will be used to enable students to increase their college and/or career readiness. **1a**

 G088150

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal **3**

- Limited resources to employ in the development and maintenance of inquiry and investigation skills focused on STEM/CTE.

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

- Assessment data, Gizmo, Synergy PLC's , GIZMOS, BrainPop, powermylearning.org, Weebly.com, interactive science notebooks, PLCs, Discovery Ed., AIMS Science, Nurturing Environmental Stewards of Today and Tomorrow (N.E.S.T.T.) program with Deering Estates hands-on experiences to infuse science and math labs, Fairchild Challenge, Science and Math Activities that Connect Kids (S.M.A.C.K.) Night, CER (claims, evidence, reasoning), Critical Thinking Robotics 6-8th grades, Business Keyboarding through Florida Virtual Schools (grades 6-8).

Plan to Monitor Progress Toward G3. **8**

Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Professional development deliverables, agendas and sign-in sheets, participant created materials.

G4. Increase parental involvement in school related activities, meetings, and parent portal in Kindergarten through eighth grade. 1a

 G088151

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	80.0

Targeted Barriers to Achieving the Goal 3

- Parental work schedules inhibit their ability to attend nightly events.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ConnectEd messages, school website, school marquee, school monthly parent calendar, teacher websites, classdojo.com, edmodo.com, remind ap, Parent Teacher Association (PTA).

Plan to Monitor Progress Toward G4. 8

Yearly schedule of events, sign-in sheets, meeting minutes, and meeting logs which reflect parental events, meetings, trainings, and any other activities.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Leadership team meetings (minutes and agendas), grade level articulation meetings (minutes and agendas), training materials, and meeting logs.

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

 G088148

G1.B1 Utilization of monthly curriculum articulation is limited. 2

 B234397

G1.B1.S1 Create monthly curriculum articulation as a grade level and/or subject area group, in which pacing guides are utilized in the process. 4

 S247159

Strategy Rationale

Use of a monthly articulation, which is created as a group, will allow all grade and/or subject area teachers to play a role in the accumulation and analysis of information necessary for such a document. Collaborative planning affords group discussion and stimulates brainstorming which results in stronger instructional plans and overall implementation of lessons and activities.

Action Step 1 5

Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Monthly articulation documents.

Action Step 2 5

Elementary and Upper Academy (6-8) schedule will allow collaborative planning time for teachers.

Person Responsible

Niki Milian

Schedule

On 6/8/2017

Evidence of Completion

Elementary and Upper Academy (6-8) teacher schedules.

Action Step 3 5

Implement lessons and strategies, developed during Professional Learning Communities, within the instructional framework.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Lesson Plans, student authentic work, student discourse, teacher reflection, assessment data.

Action Step 4 5

Provide follow up and support to instructional staff in need of additional assistance with the implementation of curriculum articulation and pacing guides.

Person Responsible

Niki Milian

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Debriefing notes, teacher reflection, monthly articulation meeting minutes.

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

The administrative team will conduct formal and informal classroom observations to monitor the implementation of curriculum articulation and pacing guides.

Person Responsible

Amira Salinas

Schedule

Every 6 Weeks, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, monthly curriculum articulation documents, professional development deliverables: agendas, sign-in sheets, PLC agenda, exit slips, protocol, DI lesson plans, student authentic work, student discourse, debriefing notes, teacher reflection, monthly articulation meeting minutes, Leadership Team agenda, and walk-through notes.

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

Administrative classroom and grade level and depart meeting walk-throughs observations, lesson plans, PLC's.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Monthly curriculum articulation from each grade level and/or subject area, lesson plans, formal and informal observations, data chats, walk-throughs, debriefing teacher sessions.

G1.B1.S2 Provide Professional Development pertaining to best practices in the area of cross curricular integration. 4

 S247160

Strategy Rationale

Professional Development showcasing and instructing best practices will allow teachers to share and learn how to integrate core subjects in their content area(s) through cross-curricular activities.

Action Step 1 5

Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.

Person Responsible

Angella Gibson-Carvalho

Schedule

Every 2 Months, from 8/29/2016 to 6/8/2017

Evidence of Completion

Professional Development and Professional Learning Community follow-up assignments, agendas, and sign-in sheets.

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

The administrative team will conduct classroom walk-throughs to monitor implementation of strategies taught in PD's and PLC's.

Person Responsible

Amira Salinas

Schedule

Every 6 Weeks, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, professional development deliverables: agendas, sign-in sheets, PLC agenda, exit slips, protocols, DI lesson plan, student authentic work, Leadership Team agenda, and walk through-notes.

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

Administrators will analyze assessment data with teachers for evidence of implementation and improvement.

Person Responsible

Amira Salinas

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Assessment data reports, data analysis and monitoring records, student data organizers.

G1.B2 Time for teachers to plan collaboratively and/or across the curriculum is limited. 2 B234398

G1.B2.S1 Provide time for collaborative planning among grade levels and subject areas through use of early dismissal days, lesson studies, Professional Development and Professional Learning Community days. 4

 S247161**Strategy Rationale**

Teachers will use collaborative planning time to plan across the curriculum, Professional Development and Professional Learning Communities to gain best practices, and lesson studies to put forth and improve upon knowledge learned.

Action Step 1 5

Elementary and Upper Academy schedule will allow collaborative planning time for teachers.

Person Responsible

Angella Gibson-Carvalho

Schedule

On 6/8/2017

Evidence of Completion

Elementary and Upper Academy teacher schedules.

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

Administrators will periodically meet with grade levels and departments during common planning.

Person Responsible

Angella Gibson-Carvalho

Schedule

Every 2 Months, from 9/26/2016 to 6/8/2017

Evidence of Completion

Grade level and department meeting notes, agendas, and other applicable documents.

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

Administrators will provide support to grade level and department chairpersons who are not effectively implementing common planning time.

Person Responsible

Niki Milian

Schedule

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

Evidence of Completion

Notes, agendas, applicable documentation.

G1.B3 Limited technological hardware and fully functioning technology within classrooms. 2 B234399

G1.B3.S1 Facilitate professional development in the areas of technology use and integration. Ensure timely maintenance and upkeep of technological devices utilized by faculty, staff, and students. Provide mobile technology resources such as laptops, tablets, and projectors for equal use. 4

 S247162**Strategy Rationale**

Professional development will provide faculty and staff with knowledge and skills necessary for proper utilization of technology. Maintenance and upkeep will ensure fidelity in technology use. Mobile technological resource usage will allow greater access to all users.

Action Step 1 5

Provide professional development on Differentiated Instruction (DI) utilizing data to set goals to implement instructional best practices in all classrooms.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Professional Development deliverables: agendas, sign-in sheets,

Action Step 2 5

Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.

Person Responsible

Angella Gibson-Carvalho

Schedule

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

Evidence of Completion

PLC agenda, exit Slips, protocol, sign-in Sheet, lesson plan evidence.

Action Step 3 5

Implement planned lessons and strategies developed during PLC's within the instructional framework.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Lesson Plans, Student Authentic work, student discourse, teacher reflection

Action Step 4 5

Provide follow-up and support to instructional staff in need of additional assistance with the implementation of data-driven differentiated instruction.

Person Responsible

Angella Gibson-Carvalho

Schedule

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

Evidence of Completion

Debriefing notes, teacher reflection, monthly articulation meeting minutes

Action Step 5 5

Monitor for effectiveness in the implementation of data-driven differentiated instruction.

Person Responsible

Angella Gibson-Carvalho

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Leadership Team agenda, walk-through notes.

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

The administrative team will conduct data chats with teachers and also monitor the implementation of differentiated instructional routine/strategies during classroom walks-throughs.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Professional Development deliverables, agendas, sign-in sheets, PLC genda, exit slips, protocol, DI lesson plans, student authentic work, student discourse, debriefing notes, teacher reflection, monthly articulation meeting minutes, and Leadership Team agenda and walk-through notes.

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

Administrative classroom walk-throughs observations, lesson plans, PLCs

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Data chats, walk-throughs, debriefing teacher sessions.

G2. In order to increase the academic achievement of at-risk students, as identified by the Early Warning Systems (EWS), intervention and support will be provided to those students. 1

G088149

G2.B1 Student absences, tardiness, and instances in which students leave early, are impeding instructional time. 2

B234400

G2.B1.S1 Identify and target students with previous excessive absences and tardies, based on the 2015-2016 Truancy Reports to provide intervention and monitor. 4

S247163

Strategy Rationale

To increase attendance of targeted students to improve academic performance.

Action Step 1 5

Develop a plan to monitor student attendance and tardiness.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Truancy report, SMCS, student referrals, attendance data, student report cards, and daily attendance percentages, administrative walk-throughs.

Action Step 2 5

Create a database of students to monitor excessive absences and tardies

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Database created from attendance reports

Action Step 3 5

Develop a check-in check-out system for students with chronic absenteeism and tardiness.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Check-in check-out data log, Administrative Walk-Throughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Place students on attendance intervention report and progress monitor.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Parent letter, Attendance data reports and truancy reports, Student/Parent Handbook.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Conduct parent meetings, utilize Connect Ed. messages to advise absences, Parent contact via telephone and/or US post-mail.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Parent contact logs, attendance reports, Parent/Student Handbook, attendance guidelines.

G2.B1.S2 To develop a student attendance motivational plan. 4 S247164**Strategy Rationale**

Through an incentive program, positive reinforcement will be used to improve school and before and after school intervention attendance.

Action Step 1 5

Develop a motivational plan.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Attendance reports.

Action Step 2 5

Implement motivational plan to reward students weekly/monthly for being and remaining in school and/or improving academic performance.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Attendance reports of identified students, Honor Roll assemblies to reward perfect attendance, class rewards for perfect attendance.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

To monitor daily attendance.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Attendance reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Daily attendance reports.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Attendance Reports.

G2.B1.S3 To provide support for students not making adequate academic progress due to inadequate attendance. 4

 S247165

Strategy Rationale

Follow up and support students with attendance issues through counseling.

Action Step 1 5

Intervention, tutoring, planned Lessons, Progress Monitoring utilizing technology programs and WonderWorks intervention.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Progress monitoring logs, Student PMP, walk-throughs, assessment results, attendance log.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Intervention data, attendance data.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Assessment data reports, Daily attendance reports, behavior monitoring logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administrative walk-throughs.

Person Responsible

Amira Salinas


Schedule

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

Evidence of Completion

Lesson plans, assessment data results, LLT debriefing notes.


G3. Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) focused curriculum will be used to enable students to increase their college and/or career readiness. 1

 G088150

G3.B1 Limited resources to employ in the development and maintenance of inquiry and investigation skills focused on STEM/CTE. 2

 B234401

G3.B1.S1 To increase the number students participating in the STEM Science FAIR. Also, increase parental involvement in such activities as a reflection of student participation. 4

 S247166

Strategy Rationale

Increasing student engagement in the experimental design process will provide them with opportunities to strengthen skills.

Action Step 1 5

Establish a STEM community outreach and social media initiative to all stakeholders.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Flyers, ConnectEd messages, agendas, sign-in sheets, social media postings.

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

Leadership walkthroughs, monitoring of school social media.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Miami Dade Science Fair Check list and requirements, completed science boards, social media postings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Utilize Professional Learning Communities (PLC) to plan for experimental design process supported by research based strategies in all classrooms.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Student lab reports, exit slips, protocol documentation, PLC materials and participant created materials, sign in sheets, lesson plan evidence.

G3.B1.S2 To increase student in 6-8th grades exposure and awareness to robotics through critical thinking process; design, construction, and programming of robots. 4

S247167

Strategy Rationale

Development of students' critical thinking and problem solving skills will transfer into other academic areas and strengthen student intellectual abilities.

Action Step 1 5

Provide interactive workshops and mobile S.T.E.M. Labs.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Exit slips, lesson plans and implementation, Walk throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Grade level cross curricular planning, debriefing notes, strategic grade level articulation planning sessions.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

Academic performance data, student work samples and journals.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrative walk throughs, teacher/administrative data chats, student data chats.

Person Responsible

Amira Salinas

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Student daily journal notes, authentic assessments, student project production samples, Assessment data.

G4. Increase parental involvement in school related activities, meetings, and parent portal in Kindergarten through eighth grade. 1

 G088151

G4.B1 Parental work schedules inhibit their ability to attend nightly events. 2

 B234402

G4.B1.S1 More school sponsored activities and/or trainings, based on the Empowering Parents School Survey and the School Climate Survey. 4

 S247168

Strategy Rationale

To increase the amount of parents participating in school sponsored activities and events. Additionally, more parents utilizing the portal will allow an increased number of parents to be informed of their child's academic progress, assessment scores, and other information vital to their child's education.

Action Step 1 5

Provide multiple opportunities for parents to attend school-based activities and parent trainings.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

ConnectEd messages, parent flyers, monthly calendars, sign in sheets, e-mails, teacher websites, classdojo.com, edmodo.com.

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

Provide leadership and focus for school-site informational meeting times, length, and quality of sessions offered to parents.

Person Responsible

Amira Salinas

Schedule

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

Evidence of Completion

ConnectEd messages, parent flyers, PowerPoint presentations, exit slips, teacher/parent conference request logs, parent sign-in logs.

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

Debrief and provide administrative follow-up during articulation sessions with grade-level chairpersons.

Person Responsible

Amira Salinas

Schedule

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













Evidence of Completion

Attendance logs, articulation minutes.

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 M334757	Grade level and department meeting agendas, notes, and applicable documentation, observational...	Salinas, Amira	8/29/2016	Observations of classroom teaching, department and grade level meetings, assessment data reports.	6/8/2017 weekly
G2.MA1 M334764	Truancy reports and attendance rosters.	Salinas, Amira	8/29/2016	Truancy Reports	6/8/2017 daily
G3.MA1 M334769	Provide Professional Development on differentiated instruction utilizing data to set goals to...	Salinas, Amira	8/29/2016	Professional development deliverables, agendas and sign-in sheets, participant created materials.	6/8/2017 monthly
G4.MA1 M334772	Yearly schedule of events, sign-in sheets, meeting minutes, and meeting logs which reflect parental...	Salinas, Amira	8/29/2016	Leadership team meetings (minutes and agendas), grade level articulation meetings (minutes and agendas), training materials, and meeting logs.	6/8/2017 monthly
G1.B1.S1.MA1 M334749	Administrative classroom and grade level and depart meeting walk-throughs observations, lesson...	Salinas, Amira	9/26/2016	Monthly curriculum articulation from each grade level and/or subject area, lesson plans, formal and informal observations, data chats, walk-throughs, debriefing teacher sessions.	6/8/2017 monthly
G1.B1.S1.MA1 M334750	The administrative team will conduct formal and informal classroom observations to monitor the...	Salinas, Amira	8/29/2016	Lesson plans, monthly curriculum articulation documents, professional development deliverables: agendas, sign-in sheets, PLC agenda, exit slips, protocol, DI lesson plans, student authentic work, student discourse, debriefing notes, teacher reflection, monthly articulation meeting minutes, Leadership Team agenda, and walk-through notes.	6/8/2017 every-6-weeks
G1.B1.S1.A1 A321634	Grade level and department chairpersons will work with fellow teachers to create monthly...	Salinas, Amira	8/29/2016	Monthly articulation documents.	6/8/2017 monthly
G1.B1.S1.A2 A321635	Elementary and Upper Academy (6-8) schedule will allow collaborative planning time for teachers.	Milian, Niki	8/29/2016	Elementary and Upper Academy (6-8) teacher schedules.	6/8/2017 one-time
G1.B1.S1.A3 A321636	Implement lessons and strategies, developed during Professional Learning Communities, within the...	Salinas, Amira	8/29/2016	Lesson Plans, student authentic work, student discourse, teacher reflection, assessment data.	6/8/2017 weekly
G1.B1.S1.A4 A321637	Provide follow up and support to instructional staff in need of additional assistance with the...	Milian, Niki	8/29/2016	Debriefing notes, teacher reflection, monthly articulation meeting minutes.	6/8/2017 biweekly
G1.B2.S1.MA1 M334753	Administrators will provide support to grade level and department chairpersons who are not...	Milian, Niki	9/26/2016	Notes, agendas, applicable documentation.	6/8/2017 quarterly
G1.B2.S1.MA1 M334754	Administrators will periodically meet with grade levels and departments during common planning.	Gibson-Carvalho, Angella	9/26/2016	Grade level and department meeting notes, agendas, and other applicable documents.	6/8/2017 every-2-months
G1.B2.S1.A1 A321639	Elementary and Upper Academy schedule will allow collaborative planning time for teachers.	Gibson-Carvalho, Angella	8/29/2016	Elementary and Upper Academy teacher schedules.	6/8/2017 one-time
G1.B3.S1.MA1 M334755	Administrative classroom walk-throughs observations, lesson plans, PLCs	Salinas, Amira	8/29/2016	Data chats, walk-throughs, debriefing teacher sessions.	6/8/2017 weekly
G1.B3.S1.MA1 M334756	The administrative team will conduct data chats with teachers and also monitor the implementation...	Salinas, Amira	8/29/2016	Professional Development deliverables, agendas, sign-in sheets, PLC genda, exit slips, protocol, DI lesson plans, student authentic work, student discourse, debriefing notes, teacher reflection, monthly articulation	6/8/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				meeting minutes, and Leadership Team agenda and walk-through notes.	
G1.B3.S1.A1 A321640	Provide professional development on Differentiated Instruction (DI) utilizing data to set goals to...	Salinas, Amira	8/29/2016	Professional Development deliverables: agendas, sign-In sheets,	6/8/2017 monthly
G1.B3.S1.A2 A321641	Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported...	Gibson-Carvalho, Angella	8/29/2016	PLC agenda, exit Slips, protocol, sign-in Sheet, lesson plan evidence.	6/8/2017 monthly
G1.B3.S1.A3 A321642	Implement planned lessons and strategies developed during PLC's within the instructional...	Salinas, Amira	8/29/2016	Lesson Plans, Student Authentic work, student discourse, teacher reflection	6/8/2017 weekly
G1.B3.S1.A4 A321643	Provide follow-up and support to instructional staff in need of additional assistance with the...	Gibson-Carvalho, Angella	8/29/2016	Debriefing notes, teacher reflection, monthly articulation meeting minutes	6/8/2017 weekly
G1.B3.S1.A5 A321644	Monitor for effectiveness in the implementation of data-driven differentiated instruction.	Gibson-Carvalho, Angella	8/29/2016	Leadership Team agenda, walk-through notes.	6/8/2017 daily
G2.B1.S1.MA1 M334758	Conduct parent meetings, utilize Connect Ed. messages to advise absences, Parent contact via...	Salinas, Amira	8/29/2016	Parent contact logs, attendance reports, Parent/Student Handbook, attendance guidelines.	6/8/2017 daily
G2.B1.S1.MA1 M334759	Place students on attendance intervention report and progress monitor.	Salinas, Amira	8/29/2016	Parent letter, Attendance data reports and truancy reports, Student/Parent Handbook.	6/8/2017 daily
G2.B1.S1.A1 A321645	Develop a plan to monitor student attendance and tardiness.	Salinas, Amira	8/29/2016	Truancy report, SMCS, student referrals, attendance data, student report cards, and daily attendance percentages, administrative walk-throughs.	6/8/2017 daily
G2.B1.S1.A2 A321646	Create a database of students to monitor excessive absences and tardies	Salinas, Amira	8/29/2016	Database created from attendance reports	6/8/2017 weekly
G2.B1.S1.A3 A321647	Develop a check-in check-out system for students with chronic absenteeism and tardiness.	Salinas, Amira	8/29/2016	Check-in check-out data log, Administrative Walk-Throughs.	6/8/2017 weekly
G3.B1.S1.MA1 M334765	Utilize Professional Learning Communities (PLC) to plan for experimental design process supported...	Salinas, Amira	8/29/2016	Student lab reports, exit slips, protocol documentation, PLC materials and participant created materials, sign in sheets, lesson plan evidence.	6/8/2017 monthly
G3.B1.S1.MA1 M334766	Leadership walkthroughs, monitoring of school social media.	Salinas, Amira	8/29/2016	Miami Dade Science Fair Check list and requirements, completed science boards, social media postings.	6/8/2017 daily
G3.B1.S1.A1 A321651	Establish a STEM community outreach and social media initiative to all stakeholders.	Salinas, Amira	8/29/2016	Flyers, ConnectEd messages, agendas, sign-in sheets, social media postings.	6/8/2017 monthly
G4.B1.S1.MA1 M334770	Debrief and provide administrative follow-up during articulation sessions with grade-level...	Salinas, Amira	8/29/2016	Attendance logs, articulation minutes.	6/8/2017 monthly
G4.B1.S1.MA1 M334771	Provide leadership and focus for school-site informational meeting times, length, and quality of...	Salinas, Amira	8/29/2016	ConnectEd messages, parent flyers, PowerPoint presentations, exit slips, teacher/parent conference request logs, parent sign-in logs.	6/8/2017 monthly
G4.B1.S1.A1 A321653	Provide multiple opportunities for parents to attend school-based activities and parent trainings.	Salinas, Amira	8/29/2016	ConnectEd messages, parent flyers, monthly calendars, sign in sheets, e-mails, teacher websites, classdojo.com, edmodo.com.	6/8/2017 monthly
G1.B1.S2.MA1 M334751	Administrators will analyze assessment data with teachers for evidence of implementation and...	Salinas, Amira	8/29/2016	Assessment data reports, data analysis and monitoring records, student data organizers.	6/8/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M334752	The administrative team will conduct classroom walk-throughs to monitor implementation of...	Salinas, Amira	8/29/2016	Lesson plans, professional development deliverables: agendas, sign-in sheets, PLC agenda, exit slips, protocols, DI lesson plan, student authentic work, Leadership Team agenda, and walk through-notes.	6/8/2017 every-6-weeks
G1.B1.S2.A1  A321638	Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC)...	Gibson-Carvalho, Angella	8/29/2016	Professional Development and Professional Learning Community follow-up assignments, agendas, and sign-in sheets.	6/8/2017 every-2-months
G2.B1.S2.MA1  M334760	Daily attendance reports.	Salinas, Amira	8/29/2016	Attendance Reports.	6/8/2017 daily
G2.B1.S2.MA1  M334761	To monitor daily attendance.	Salinas, Amira	8/29/2016	Attendance reports.	6/8/2017 daily
G2.B1.S2.A1  A321648	Develop a motivational plan.	Salinas, Amira	8/29/2016	Attendance reports.	6/8/2017 weekly
G2.B1.S2.A2  A321649	Implement motivational plan to reward students weekly/monthly for being and remaining in school...	Salinas, Amira	8/29/2016	Attendance reports of identified students, Honor Roll assemblies to reward perfect attendance, class rewards for perfect attendance.	6/8/2017 weekly
G3.B1.S2.MA1  M334767	Administrative walk throughs, teacher/administrative data chats, student data chats.	Salinas, Amira	8/29/2016	Student daily journal notes, authentic assessments, student project production samples, Assessment data.	6/8/2017 daily
G3.B1.S2.MA1  M334768	Grade level cross curricular planning, debriefing notes, strategic grade level articulation...	Salinas, Amira	8/29/2016	Academic performance data, student work samples and journals.	6/8/2017 monthly
G3.B1.S2.A1  A321652	Provide interactive workshops and mobile S.T.E.M. Labs.	Salinas, Amira	8/29/2016	Exit slips, lesson plans and implementation, Walk throughs.	6/8/2017 monthly
G2.B1.S3.MA1  M334762	Administrative walk-throughs.	Salinas, Amira	8/29/2016	Lesson plans, assessment data results, LLT debriefing notes.	6/8/2017 monthly
G2.B1.S3.MA1  M334763	Intervention data, attendance data.	Salinas, Amira	8/29/2016	Assessment data reports, Daily attendance reports, behavior monitoring logs.	6/8/2017 daily
G2.B1.S3.A1  A321650	Intervention, tutoring, planned Lessons, Progress Monitoring utilizing technology programs and...	Salinas, Amira	8/29/2016	Progress monitoring logs, Student PMP, walk-throughs, assessment results, attendance log.	6/8/2017 daily

V. Professional Development Opportunities

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

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

G1.B1 Utilization of monthly curriculum articulation is limited.

G1.B1.S1 Create monthly curriculum articulation as a grade level and/or subject area group, in which pacing guides are utilized in the process.

PD Opportunity 1

Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.

Facilitator

Raul Calzadilla (Principal), Angella Gibson-Carvalho (Assistant Principal), Niki Flamer (Assistant Principal), Elizabeth Polo (PD Liaison), Vivian Loriga (PLST member).

Participants

All teachers

Schedule

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

G1.B1.S2 Provide Professional Development pertaining to best practices in the area of cross curricular integration.

PD Opportunity 1

Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.

Facilitator

Raul Calzadilla (Principal), Angella Gibson-Carvalho (Assistant Principal), Niki Flamer (Assistant Principal), Elizabeth Polo (PD Liaison), Vivian Loriga (PLST member).

Participants

All teachers

Schedule

Every 2 Months, from 8/29/2016 to 6/8/2017

G1.B3 Limited technological hardware and fully functioning technology within classrooms.

G1.B3.S1 Facilitate professional development in the areas of technology use and integration. Ensure timely maintenance and upkeep of technological devices utilized by faculty, staff, and students. Provide mobile technology resources such as laptops, tablets, and projectors for equal use.

PD Opportunity 1

Provide professional development on Differentiated Instruction (DI) utilizing data to set goals to implement instructional best practices in all classrooms.

Facilitator

Angella Gibson-Carvalho (Assistant Principal), Niki Flamer (Assistant Principal), Elizabeth Polo (Professional Development Liaison), Vivian Loriga (PLST Member)

Participants

All instructional teachers

Schedule

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

PD Opportunity 2

Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.

Facilitator

Angella Gibson-Carvalho (Assistant Principal), Niki Flamer (Assistant Principal), Elizabeth Polo (Professional Development Liaison), Vivian Loriga (PLST Member)

Participants

All instructional teachers

Schedule

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

G4. Increase parental involvement in school related activities, meetings, and parent portal in Kindergarten through eighth grade.

G4.B1 Parental work schedules inhibit their ability to attend nightly events.

G4.B1.S1 More school sponsored activities and/or trainings, based on the Empowering Parents School Survey and the School Climate Survey.

PD Opportunity 1

Provide multiple opportunities for parents to attend school-based activities and parent trainings.

Facilitator

Instructional Staff/Grade Levels

Participants

Parents/Guardians.

Schedule

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

VI. Technical Assistance Items

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

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

G1.B1 Utilization of monthly curriculum articulation is limited.

G1.B1.S1 Create monthly curriculum articulation as a grade level and/or subject area group, in which pacing guides are utilized in the process.

TA Opportunity 1

Implement lessons and strategies, developed during Professional Learning Communities, within the instructional framework.

Facilitator

Instructional Staff

Participants

Instructional Staff

Schedule

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

G1.B3 Limited technological hardware and fully functioning technology within classrooms.

G1.B3.S1 Facilitate professional development in the areas of technology use and integration. Ensure timely maintenance and upkeep of technological devices utilized by faculty, staff, and students. Provide mobile technology resources such as laptops, tablets, and projectors for equal use.

TA Opportunity 1

Implement planned lessons and strategies developed during PLC's within the instructional framework.

Facilitator

Instructional Staff

Participants

Instructional Staff

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.				\$0.00
2	G1.B1.S1.A2	Elementary and Upper Academy (6-8) schedule will allow collaborative planning time for teachers.				\$0.00
3	G1.B1.S1.A3	Implement lessons and strategies, developed during Professional Learning Communities, within the instructional framework.				\$0.00
4	G1.B1.S1.A4	Provide follow up and support to instructional staff in need of additional assistance with the implementation of curriculum articulation and pacing guides.				\$0.00
5	G1.B1.S2.A1	Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.				\$0.00
6	G1.B2.S1.A1	Elementary and Upper Academy schedule will allow collaborative planning time for teachers.				\$0.00
7	G1.B3.S1.A1	Provide professional development on Differentiated Instruction (DI) utilizing data to set goals to implement instructional best practices in all classrooms.				\$0.00
8	G1.B3.S1.A2	Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.				\$0.00
9	G1.B3.S1.A3	Implement planned lessons and strategies developed during PLC's within the instructional framework.				\$0.00
10	G1.B3.S1.A4	Provide follow-up and support to instructional staff in need of additional assistance with the implementation of data- driven differentiated instruction.				\$0.00
11	G1.B3.S1.A5	Monitor for effectiveness in the implementation of data-driven differentiated instruction.				\$0.00
12	G2.B1.S1.A1	Develop a plan to monitor student attendance and tardiness.				\$0.00
13	G2.B1.S1.A2	Create a database of students to monitor excessive absences and tardies				\$0.00
14	G2.B1.S1.A3	Develop a check-in check-out system for students with chronic absenteeism and tardiness.				\$0.00
15	G2.B1.S2.A1	Develop a motivational plan.				\$0.00
16	G2.B1.S2.A2	Implement motivational plan to reward students weekly/monthly for being and remaining in school and/or improving academic performance.				\$0.00
17	G2.B1.S3.A1	Intervention, tutoring, planned Lessons, Progress Monitoring utilizing technology programs and WonderWorks intervention.				\$12,939.16
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Air Base K 8 Center For International Educ	Other		\$9,939.16
			Notes: EESAC & PTA renewed Renaissance AR Subscription as a Supplemental Resource for students identified as at risk in order to provide support and motivation in reading that will increase academic achievement.			

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Air Base K 8 Center For International Education

			0041 - Air Base K 8 Center For International Educ	Title III		\$3,000.00
			Notes: ESOL after school intervention program			
18	G3.B1.S1.A1	Establish a STEM community outreach and social media initiative to all stakeholders.				\$0.00
19	G3.B1.S2.A1	Provide interactive workshops and mobile S.T.E.M. Labs.				\$0.00
20	G4.B1.S1.A1	Provide multiple opportunities for parents to attend school-based activities and parent trainings.				\$0.00
Total:						\$12,939.16