

Miami-Dade County Public Schools

Henry E.S. Reeves K 8 Center



2016-17 Schoolwide Improvement Plan

Henry E.S. Reeves K 8 Center

2005 NW 111TH ST, Miami, FL 33167

<http://henryreeves.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 KG-8	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	D*	C	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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 Henry E.S. Reeves K 8 Center

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.

Our goal at Henry E. S. Reeves Elementary is to create a school where high motivation, technological sophistication and creativity contribute to strong student academic performance. Our school will serve the diverse needs of students and foster an environment enriching the quality of life for every member of our school community. Henry E. S. Reeves Elementary School is a state-of-the-art school in terms of technology, educator accountability and incentives for teaching success.

b. Provide the school's vision statement.

Henry E. S. Reeves is to be a model for quality public education. In being that model, we will provide a rigorous academic environment that targets literacy in reading, writing and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context as a life - long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

2. School Environment

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

The staff here at Henry E.S. Reeves Elementary School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development. Henry E.S. Reeves Elementary services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

Students at Henry E.S. Reeves Elementary are provided a variety of culturally based programs and activities to enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, the DARE Program, Art Club, Anti-bullying and Character Education, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, tap into and explore their interests, and increase self-awareness and confidence.

Achieving excellence, maximizing potential, and becoming lifelong learners are not concepts that apply only to students at Henry E.S. Reeves Elementary. Teachers and Administration recognize the importance of refining their pedagogical and leadership skills and are proactive in seeking out professional development. Participating in an assortment of educational trainings and courses contribute greatly

to implementing the most effective and current research-based educational strategy within the classroom and creates a solid foundation on which everyone can build.

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

Through the implementation of Character Education, our students and staff feel respected at all times. Students and parents are taught the expectations and therefore this contributes to creating a safe, family community that families value so much. Additionally Henry E.S. Reeves Elementary School incorporated the following to ensure a safe and respected environment for all:

- Teacher, administrative, and guidance presence during all transition times throughout the day
- Values Matter
- Character Education
- Administrative and guidance presence daily during lunch
- Opportunity to model school-wide expectations
- Community and Parental Involvement
- Behavior and concerns are addressed immediately
- Anti Bullying Policy
- PTA/EESAC parent meetings
- Fundamental expectations for behavior and academics
- Students are offered the opportunity to problem solve

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 primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Established protocols such as defined classroom rules and consequences, implementation of the Elementary Code of Conduct, Values Matter and the school-wide discipline plan will help to promote and maintain a positive learning environment free from disruptions of the teaching and learning process. Henry E.S. Reeves Elementary School also incorporates all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. A different core value is highlighted every month through morning announcements. In addition, expectations of classroom behaviors, rewards and consequences are a collaborative effort within grade levels. These expectations are expressed to students with the anticipation that classroom management is consistently and effectively implemented in each classroom.

At present, teachers are required to seek immediate assistance from another teacher or contact the office for security if the behavioral situation warrants immediate removal of a student. A referral form is used to detail specific incidents and behaviors that resulted in the student's removal. Parents are contacted by the teacher to discuss the details of the incident, and the counselor follows-up with individual counseling, as needed.

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.

Henry E.S. Reeves Elementary School ensures the social-emotional needs of students are being met by the implementation of a school-wide corrective action plan. This plan encompasses the entire learning community of Henry E.S. Reeves Elementary School. All teachers, leadership team

members, school counselor and administration will provide the necessary leadership to ensure that the corrective action plan is effectively implemented and every effort is made to ensure students are in school.

The counselor and administration will serve as the liaison between students, teachers, and parents. It is the responsibility of the counselor to provide the appropriate character education, conflict resolution, and anti-bully curriculum to all students. The counselor and success coach will also facilitate counseling throughout the year to targeted students who have displayed ongoing behavior, academic and retention problems.

In addition, the school counselor and success coach provides academic support, individual and group sessions on topics including conflict resolution, anger management, parent conferences, crisis counseling, and grief counseling to aid in the academic, social, and emotional growth of every student. Our school psychologist has been assigned to assess students, collect and analyze data, recommend academic, mental, and behavioral interventions, and monitor progress.

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.

Excessive Absences (Excused and Unexcused)
Excessive Tardies
Three (3) or more Disciplinary Referrals

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	31	27	31	57	82	0	0	0	0	0	0	0	234
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	11	21	0	30	0	0	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	51	41	35	0	0	0	0	0	0	0	127

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	16	9	2	21	37	0	0	0	0	0	0	0	92

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

Intervention strategies employed by Henry E.S. Reeves Elementary School to improve academic performance of students identified by the EWS are:

- Provide parents with information to assist them in improving student attendance.
- Never Been Absent (NBA) incentives established to recognize students for perfect attendance.
- Provide parents health information, resources and literature through the Health Connect services.

- The MTSS/RtI Team monitors students who receive one or more suspensions providing students with counseling and encourage parental involvement in this process.
- Recognize students for outstanding citizenship through "Do the Right Thing" program.
- Peer mediation teams to address conflict resolution.
- Provide interventions to address students' areas of deficiencies who are Level 1 on statewide assessments
- Implement Reading Works interventions to ensure students are receiving targeted intensive instruction.
- Henry E.S. Reeves Elementary School hosts sessions of Saturday Academy from January to March each year. The program is funded through Title I and III. Level 1 and 2 students are identified as students who require additional interventions for participation in the program.

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/348325>.

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.

Henry E.S. Reeves Elementary establishes, maintains, and promotes relationships with the community. Ongoing communication between Dade Partners and the school helps to secure and utilize resources that support the school's mission and increases student achievement. Dade Partners are kept abreast of and often participate in school-wide activities. EESAC and PTA meetings are held on a monthly basis to communicate the needs of resources that would be valuable for use by students and teachers. Volunteer Orientation meetings are conveniently scheduled.

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
Gibbs, Julian	Principal
Jones, Tania	Assistant Principal
Martinez, Selines	Instructional Coach
Andre, Juliette	School Counselor
Varpula, Sherrie	Other
Doe, Keishaunda	Instructional Coach
Smith, Alana	Psychologist

b. Duties

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

Team Members and their responsibilities:

Mr. Julian E. Gibbs, Ms. Tania L. Jones (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects.

Ms. Selines Martinez, Ms. Keishaunda Doe, Ms. Makiba Burkes, Ms. Tamara Jones, Ms. Victoria Curry - Hicks, Mr. Dexter Saunders, Mr. Aaron Taylor, Ms. Nancy Rubin, and Ms. Rose Mont'Ros (Grade Level Chairpersons, and ELL Instructor): Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.

Ms. Selines Martinez (Literacy Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading program; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Keishaunda Doe (Math Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the

purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Juliette Andre (Guidance Counselor): Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/Rtl.

Ms. Alana Smith (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/Rtl to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in the collection and interpretation of data.

Ms. Lauren Clarke (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

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.

MTSS/Rtl is an extension of the school's Leadership Team. It has been strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:
 - administrator(s) who will ensure commitment and allocate resources;
 - teacher(s) and reading coach who share the common goal of improving instruction for all students;
 - team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
 - Instructional Coach
 - School Guidance Counselor
 - Special Education Personnel
 - School Psychologist
 - School Social Worker
 - Speech/Language Pathologist
 - EESAC Chair
 - Community Stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and support 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 MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I, Part A

Henry E.S. Reeves Elementary provides services to ensure that the needs of all students are identified and met. Students requiring additional remediation are assisted through extended learning opportunities. The district coordinated with the Title II and Title III work together in ensuring staff development needs is provided. Support services are provided to students. The Literacy Leadership Team develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment as well as intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence –based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered “at risk;” assist in the design and implementation for progress monitoring, data collection and analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive parental involvement program.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title II

The District uses supplemental funds for improving basic education as follows:

Training to certify qualified mentors for the New Teacher (MINT) Program

Training for add-on endorsement programs, such as Reading, Gifted, and ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - 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. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
 - Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
 - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
 - The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Henry E.S. Reeves Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

1. Henry E.S. Reeves Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute is taught through physical education.
3. The school Food Service Program, school breakfast, lunch and after- care snacks follows the Healthy Food Beverage Guideline as adopted in the District's Wellness Policy.

Head Start

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julian E. Gibbs	Principal
Ryan Hamilton	Teacher
Keishunda Doe- Blanding	Teacher
Angel Maloy	Teacher
Jocelyn Peterson	Teacher
Aaron Taylor	Teacher
Nicole Himphill	Teacher
Alexis Parker	Teacher
Dr. Norris Kelly	Business/Community
Earl Davis	Business/Community
Fred Mims	Business/Community
Jessica Jordan	Parent
Joseph Gillard	Business/Community
Landry Johnson	Business/Community
Meka Clinch	Education Support Employee
Michael Yearby	Business/Community
Odelin Garcia	Parent
Santarvis Brown	Business/Community
Shereka Spires	Parent
Andrea Dubuche	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

EESAC members evaluated the goals, objectives and resources for the School Improvement Plan implemented last year. After careful review of last year's data, goals and resources, members of ESSAC analyzed the barriers and evaluated the effectiveness of the strategies. They recommended changes for the current year School Improvement Plan based on their findings.

b. Development of this school improvement plan

EESAC is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level and department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC members carefully review the document and make suggestions to the SIP Writing Team. The SIP is once again reviewed with staff and approved by the EESAC. The School Improvement Plan is then implemented school-wide and monitored throughout the year.

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

The school's annual budget is presented and reviewed with EESAC at the beginning of the school year. EESAC funds will be utilized to defray expenditures for student incentives, tutoring, food snacks and materials for the Saturday tutorial program.

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

The Educational School Advisory Council (EESAC) \$2999.00 funds was utilized to defray expenditures for student incentives, food snacks, tutoring and materials for tutoring program. Title 1 \$8,000 funds was utilized to purchase STAR and Accelerated Reader program to enhance students in grades K-5 fluency, vocabulary and reading comprehension skills.

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
Gibbs, Julian	Principal
Jones, Tania	Assistant Principal
Martinez, Selines	Instructional Coach
Andre, Juliette	School Counselor
Doe, Keishaunda	Instructional Coach

b. Duties

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

Henry E.S. Reeves' Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. Provide support for the implementation of the Common Core State Standards, identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

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 Administrative Team encourages positive working relationships and collaboration by providing opportunities for peer shadowing and mentoring within grade levels, as well as across the curriculum. Teachers are actively engaged in sharing instructional strategies and resources as well as providing support for/to each other during common planning.

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

The Administrative Team communicates with local universities to increase the number of internships and temporary instructors at Henry E.S. Reeves Elementary and consequently increasing the amount of highly qualified candidates for employment.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their common planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings and over closed circuit television during morning announcements.

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.

Henry E.S. Reeves Elementary ensures that fidelity to the Florida State Standards are being taught by scheduling weekly common grade level meetings with administrators and content area contacts to assist and guide teachers as needed. Peer modeling/shadowing are initiated to support deficiencies and district pacing guides are followed to ensure that teachers align their lessons to the standards being taught across the curriculum. The Administrative Team conducts daily curriculum walkthroughs to monitor the effective implementation of the Core Instructional Programs and materials which are aligned to the Florida State Standards and provide support to the faculty.

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.

Henry E.S. Reeves Elementary establishes and maintains a student assessment system as well as uses systematic processes and procedures to collect data, analyze data, and improve student learning. Teachers and support staff are trained in the evaluation, interpretation and use of data. A process exists for analyzing data, and policies and procedures are clearly defined. The Literacy Leadership Team (LLT) monitors student learning and regularly communicates results to all stakeholders.

Teachers modify instruction through DI (Differentiated Instruction) to assist students having difficulty meeting proficiency. Students meeting proficiency on state assessments are provided enrichment opportunities during differentiated instruction. Additionally, students deemed as having difficulty grasping concepts during differentiated instruction receive additional Tier II Intervention utilizing the Wonder Works intervention program.

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: Weekend Program

Minutes added to school year: 960

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners. Title I funds are used to supplement and enhance the programs for students by providing funds to implement Saturday tutorial programs. In addition, we offer Saturday Academy for students 8 weeks prior to the administration of the Florida Standards Assessment. Also, all grade levels have common planning time allotted to facilitate collaborative planning across the curriculum.

Strategy Rationale

To provide opportunities for students to receive additional instruction in the areas of deficiencies.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gibbs, Julian, pr4491@dadeschools.net

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

Data is collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the instructional coach and assistant principal monthly. Data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All incoming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Select students are also screened on their english language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and i-Ready . Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students.

Each year school tours for incoming kindergartens are conducted for students and their parents. Kindergarten transition packets are distributed at the conclusion of the tour. Orientation sessions are also held in order to share expectations for the upcoming school year so students and parents are prepared.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

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

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in Literacy.
- G2.** To increase student achievement by improving core instruction in Mathematics.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

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. To increase student achievement by improving core instruction in Literacy. 1a

G088207

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	43.0
CELLA Reading Proficiency	32.0
CELLA Writing Proficiency	16.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	49.0
Math Gains	62.0
Math Lowest 25% Gains	48.0
FCAT 2.0 Science Proficiency	19.0

Targeted Barriers to Achieving the Goal 3

- Instructional planning of differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Pacing Guides, ELA district website, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks Intervention Series, Literacy Coach, FCRR resources, Accelerated Reader, Professional Development, i - Ready data, i-ready teacher toolbox, effective planning and model classrooms,

Plan to Monitor Progress Toward G1. 8

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

G2. To increase student achievement by improving core instruction in Mathematics. 1a

G088208

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- There is a need to increase K-5 teachers' knowledge and implementation of guided instruction for Differentiated Instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Pacing Guide, Math Item Specifications, Model Classrooms, Smartboard technology, Grab and Go Math Kits, Reflex Math, Go Math Series, Think Central, i-ready toolbox, Topic Assessment data, Differentiated Instruction grouping template and Math manipulative kits

Plan to Monitor Progress Toward G2. 8

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

G3. To increase student achievement by improving core instruction in Science. 1a

G088209

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	29.0

Targeted Barriers to Achieving the Goal 3

- Effective planning for all grade levels for content mastery, pacing and transitions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of interactive Science Journals, FCAT Explorer, District pacing guides, FCAT 2.0 Item Specifications, J&J Boot Camp, district science website, science one drive website, Serious About Science (SAS) club, science labs and journals

Plan to Monitor Progress Toward G3. 8

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G088210

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	0.0
Level 1 - All Grades	35.0
Retained Students	20.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the attendance bulletin for targeting and providing interventions for students deemed as developing excessive attendance patterns.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Connect Ed Reports, Intervention Logs, Attendance Bulletin, Teachers, and Guidance Counselor .

Plan to Monitor Progress Toward G4. 8

Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by the TCST and intervention logs.

Person Responsible

Tania Jones

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports

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

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase student achievement by improving core instruction in Literacy. 1

 G088207

G1.B3 Instructional planning of differentiated instruction 2

 B234559

G1.B3.S1 The identification and planning for the instructional and developmental needs of all learners for differentiated instruction. Appropriate instructional materials will be evaluated in order to support the needs of all learners. 4

 S247279

Strategy Rationale

The implementation of effective instructional planning of differentiated instruction will promote an optimal learning experience.

Action Step 1 5

Monthly data chats with literacy teachers in order to evaluate student needs.

Person Responsible

Julian Gibbs

Schedule

Monthly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Sign in sheets, Student data tracker per teacher, student groups by needs

Action Step 2 5

Planning for the implementation of the teacher toolbox for small group instruction

Person Responsible

Selines Martinez

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Sign in sheets and lesson plans, student work samples

Action Step 3 5

Monitor for fidelity and effectiveness of differentiated instruction.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Walkthrough and Observations

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

The Administrative Team will monitor the implementation of the instructional planning of differentiated instruction through formal and informal observations.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Notes from informal and formal observations, student data reports, data chats discussions

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

The Administrative Team will monitor student engagement and progress in correlation with the implementation of differentiated instruction..

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Student data reports, informal and formal observations

G2. To increase student achievement by improving core instruction in Mathematics. 1

G088208

G2.B1 There is a need to increase K-5 teachers' knowledge and implementation of guided instruction for Differentiated Instruction. 2

B234560

G2.B1.S1 Plan instruction effectively for content mastery, pacing, and transitions. 4

S247280

Strategy Rationale

The implementation of effective instructional planning of differentiated instruction will promote an optimal learning experience.

Action Step 1 5

Introduce action plan to teachers during faculty meeting.

Person Responsible

Julian Gibbs

Schedule

On 9/21/2016

Evidence of Completion

Agendas and sign-in sheets

Action Step 2 5

Provide professional development for differentiated instruction during grade level collaborative planning. The goal will be to target specific skills to reinforce previous standards taught in mathematics. The professional developments will serve as a platform to share best practices, the use of manipulatives, and collaborative conversations of implementation of the DI Guides for center rotations.

Person Responsible

Keishaunda Doe

Schedule

Monthly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Agenda and Sign-in sheets

Action Step 3 5

Conduct coaching cycles (as necessary) with select teachers for additional support.

Person Responsible

Keishaunda Doe

Schedule

Daily, from 9/21/2016 to 6/8/2017

Evidence of Completion

Coach's Log and Calendar

Action Step 4 5

Monitor teachers to observe the effective implementation of differentiated instruction.

Person Responsible

Keishaunda Doe

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Walkthrough Notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Keishaunda Doe

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Julian Gibbs

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

G3. To increase student achievement by improving core instruction in Science. 1

G088209

G3.B1 Effective planning for all grade levels for content mastery, pacing and transitions. 2

B234561

G3.B1.S1 Implement collaborative planning for all grade levels to address science objectives described in the pacing guides. 4

S247281

Strategy Rationale

The implementation of effective instructional planning will promote an optimal learning experience.

Action Step 1 5

Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.

Person Responsible

Keishaunda Doe

Schedule

Monthly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

Action Step 2 5

Develop lesson plans that are clear and aligned to standard based learning.

Person Responsible

Keishaunda Doe

Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work samples, Science journals, and student data

Action Step 3 5

Monitor fidelity and effectiveness of instructional planning.

Person Responsible

Julian Gibbs

Schedule

Daily, from 9/21/2016 to 6/8/2017

Evidence of Completion

Classroom Walkthrough, lesson plans, student work samples, science journals, student data

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Keishaunda Doe

Schedule

Daily, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

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

Consistently monitor the delivery with fidelity of developed lessons taught aligned to the standards.

Person Responsible

Julian Gibbs

Schedule

Daily, from 9/21/2016 to 6/8/2017

Evidence of Completion

Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G088210

G4.B1 Inconsistent use of the attendance bulletin for targeting and providing interventions for students deemed as developing excessive attendance patterns. 2

B234563

G4.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. 4

S247282

Strategy Rationale

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

Action Step 1 5

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

Person Responsible

Juliette Andre

Schedule

Daily, from 9/21/2016 to 6/8/2017

Evidence of Completion

Student Attendance Reports, SCM, Attendance Review Committee sign - in sheets

Action Step 2 5

Provide parents with information and professional development to assist them in improving student attendance.

Person Responsible

Juliette Andre

Schedule

Quarterly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Connect Ed messages, Parent Communication Log

Action Step 3 5

Establish Never Been Absent (NBA) award system to recognize students with perfect attendance.

Person Responsible

Juliette Andre

Schedule

Quarterly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Quarterly Attendance Logs

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

Administrators and MTSS/Rtl team will monitor this strategy for fidelity of implementation through weekly updates by the TCST and students intervention logs.

Person Responsible

Juliette Andre

Schedule

Quarterly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Intervention Logs

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

Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by the TCST and intervention logs.

Person Responsible

Juliette Andre


















Schedule

Weekly, from 9/21/2016 to 6/8/2017

Evidence of Completion

Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports

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					
G2.B1.S1.A1  A321920	Introduce action plan to teachers during faculty meeting.	Gibbs, Julian	9/21/2016	Agendas and sign-in sheets	9/21/2016 one-time
G1.MA1  M335042	Ongoing classroom assessments will be used to determine appropriate differentiated instruction....	Gibbs, Julian	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 weekly
G2.MA1  M335045	Ongoing classroom assessments will be used to determine appropriate differentiated instruction....	Gibbs, Julian	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 weekly
G3.MA1  M335048	Ongoing classroom assessments will be used to determine appropriate differentiated instruction....	Gibbs, Julian	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 weekly
G4.MA1  M335053	Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by theTCST...	Jones, Tania	9/21/2016	Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports	6/8/2017 weekly
G1.B3.S1.MA1  M335040	The Administrative Team will monitor student engagement and progress in correlation with the...	Gibbs, Julian	9/21/2016	Student data reports, informal and formal observations	6/8/2017 weekly
G1.B3.S1.MA1  M335041	The Administrative Team will monitor the implementation of the instructional planning of...	Gibbs, Julian	9/21/2016	Notes from informal and formal observations, student data reports, data chats discussions	6/8/2017 weekly
G1.B3.S1.A1  A321917	Monthly data chats with literacy teachers in order to evaluate student needs.	Gibbs, Julian	9/21/2016	Sign in sheets, Student data tracker per teacher, student groups by needs	6/8/2017 monthly
G1.B3.S1.A2  A321918	Planning for the implementation of the teacher toolbox for small group instruction	Martinez, Selines	9/21/2016	Sign in sheets and lesson plans, student work samples	6/8/2017 weekly
G1.B3.S1.A3  A321919	Monitor for fidelity and effectiveness of differentiated instruction.	Gibbs, Julian	9/21/2016	Walkthrough and Observations	6/8/2017 weekly
G2.B1.S1.MA1  M335043	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the...	Gibbs, Julian	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 weekly
G2.B1.S1.MA1  M335044	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the...	Doe, Keishaunda	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 weekly
G2.B1.S1.A2  A321921	Provide professional development for differentiated instruction during grade level collaborative...	Doe, Keishaunda	9/21/2016	Agenda and Sign-in sheets	6/8/2017 monthly
G2.B1.S1.A3  A321922	Conduct coaching cycles (as necessary) with select teachers for additional support.	Doe, Keishaunda	9/21/2016	Coach's Log and Calendar	6/8/2017 daily
G2.B1.S1.A4  A321923	Monitor teachers to observe the effective implementation of differentiated instruction.	Doe, Keishaunda	9/21/2016	Walkthrough Notes	6/8/2017 weekly
G3.B1.S1.MA1  M335046	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the...	Gibbs, Julian	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 daily
G3.B1.S1.MA1  M335047	Consistently monitor the delivery with fidelity of developed lessons taught aligned to the...	Doe, Keishaunda	9/21/2016	Lesson Plans. i - ready data, classroom walk throughs, student binders, student	6/8/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				interactive journals and informal observations notes	
G3.B1.S1.A1 A321924	Provide professional development during common planning time on Standard Based Planning. The focus...	Doe, Keishaunda	9/21/2016	Lesson Plans, i - ready data, classroom walk throughs, student binders, student interactive journals and informal observations notes	6/8/2017 monthly
G3.B1.S1.A2 A321925	Develop lesson plans that are clear and aligned to standard based learning.	Doe, Keishaunda	9/21/2016	Lesson plans, student work samples, Science journals, and student data	6/8/2017 weekly
G3.B1.S1.A3 A321926	Monitor fidelity and effectiveness of instructional planning.	Gibbs, Julian	9/21/2016	Classroom Walkthrough, lesson plans, student work samples, science journals, student data	6/8/2017 daily
G4.B1.S1.MA1 M335049	Administrators and MTSS/Rtl team will monitor for effectiveness through weekly updates by theTCST...	Andre, Juliette	9/21/2016	Intervention Logs, Teacher/Parent Conference logs, SCMs, Student Attendance reports	6/8/2017 weekly
G4.B1.S1.MA1 M335050	Administrators and MTSS/Rtl team will monitor this strategy for fidelity of implementation through...	Andre, Juliette	9/21/2016	Intervention Logs	6/8/2017 quarterly
G4.B1.S1.A1 A321927	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child...	Andre, Juliette	9/21/2016	Student Attendance Reports, SCM, Attendance Review Committee sign - in sheets	6/8/2017 daily
G4.B1.S1.A2 A321928	Provide parents with information and professional development to assist them in improving student...	Andre, Juliette	9/21/2016	Connect Ed messages, Parent Communication Log	6/8/2017 quarterly
G4.B1.S1.A3 A321929	Establish Never Been Absent (NBA) award system to recognize students with perfect attendance.	Andre, Juliette	9/21/2016	Quarterly Attendance Logs	6/8/2017 quarterly

V. Professional Development Opportunities

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

G2. To increase student achievement by improving core instruction in Mathematics.

G2.B1 There is a need to increase K-5 teachers' knowledge and implementation of guided instruction for Differentiated Instruction.

G2.B1.S1 Plan instruction effectively for content mastery, pacing, and transitions.

PD Opportunity 1

Provide professional development for differentiated instruction during grade level collaborative planning. The goal will be to target specific skills to reinforce previous standards taught in mathematics. The professional developments will serve as a platform to share best practices, the use of manipulatives, and collaborative conversations of implementation of the DI Guides for center rotations.

Facilitator

Keishaunda Doe

Participants

Math Teachers

Schedule

Monthly, from 9/21/2016 to 6/8/2017

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Effective planning for all grade levels for content mastery, pacing and transitions.

G3.B1.S1 Implement collaborative planning for all grade levels to address science objectives described in the pacing guides.

PD Opportunity 1

Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.

Facilitator

Alexis Parker and Keishaunda Doe

Participants

K - 5 Teachers

Schedule

Monthly, from 9/21/2016 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.B3.S1.A1	Monthly data chats with literacy teachers in order to evaluate student needs.				\$0.00
2	G1.B3.S1.A2	Planning for the implementation of the teacher toolbox for small group instruction				\$0.00
3	G1.B3.S1.A3	Monitor for fidelity and effectiveness of differentiated instruction.				\$0.00
4	G2.B1.S1.A1	Introduce action plan to teachers during faculty meeting.				\$0.00
5	G2.B1.S1.A2	Provide professional development for differentiated instruction during grade level collaborative planning. The goal will be to target specific skills to reinforce previous standards taught in mathematics. The professional developments will serve as a platform to share best practices, the use of manipulatives, and collaborative conversations of implementation of the DI Guides for center rotations.				\$0.00
6	G2.B1.S1.A3	Conduct coaching cycles (as necessary) with select teachers for additional support.				\$0.00
7	G2.B1.S1.A4	Monitor teachers to observe the effective implementation of differentiated instruction.				\$0.00
8	G3.B1.S1.A1	Provide professional development during common planning time on Standard Based Planning. The focus will be to define an instructional framework that includes scaffolding and high level questions that address the rigor of Science Standards.				\$0.00
9	G3.B1.S1.A2	Develop lesson plans that are clear and aligned to standard based learning.				\$0.00
10	G3.B1.S1.A3	Monitor fidelity and effectiveness of instructional planning.				\$0.00
11	G4.B1.S1.A1	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.				\$0.00
12	G4.B1.S1.A2	Provide parents with information and professional development to assist them in improving student attendance.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4491 - Henry E.S. Reeves K 8 Center	Title I, Part A		\$300.00
			<i>Notes: Parent/student training on effective strategies for student achievement.</i>			
13	G4.B1.S1.A3	Establish Never Been Absent (NBA) award system to recognize students with perfect attendance.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$500.00
			<i>Notes: Attendance Student Incentives and Awards</i>			
Total:						\$800.00