Bowman Ashe/Doolin K 8 Academy

2016-17 Schoolwide Improvement Plan

Bowman Ashe/Doolin K 8 Academy

6601 SW 152ND AVE, Miami, FL 33193

http://bfashe.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	89%

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

School Grades History

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

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 Bowman Ashe/Doolin K 8 Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Bowman Ashe/Doolin K-8 Academy is committed in its vision to provide educational excellence to all. As its current mission statement indicates, the school's primary focus is to "model integrity, foster respect, and provide educational excellence in order to prepare students to become productive citizens." To this avail, Bowman Ashe/Doolin K-8 Academy serves the individual academic needs of its student population by offering a host of educational services.

b. Provide the school's vision statement.

Bowman Ashe/Doolin K-8 Academy is committed in its vision to provide educational excellence to all. We Believe, Achieve, and Develop one's potential. The school strives to ensure that all students receive a quality education that meets each child's academic and social-emotional needs and empowers them to become globally competitive citizens.

2. School Environment

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

Bowman Ashe/Doolin K-8 Academy serves a predominately Hispanic, yet nonetheless diverse student population with approximately 40 percent of the students being English Language Learners (ELL). The administration, faculty, and staff are representative of the ethnic, racial, and cultural diversity found in the school's student population. At Bowman Ashe/Doolin K-8 Academy, relationship-building is a clear priority. Faculty members are instructed to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

Our school identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. To this end, we will provide Professional Development training or collegial support for teachers and staff who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings and increasing positive interactions with students.

Additionally, our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:
• School wide multicultural projects;
• Various cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

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

Students thrive in environments where they feel safe, nurtured and respected. All students, even those who have learning difficulties and extraordinary personal challenges, can do well when they are physically comfortable, mentally motivated and emotionally supported. Therefore, Bowman Ashe/ Doolin K-8 Academy is dedicated to creating a positive learning environment where students feel safe and respected in order to optimize student learning. Our first line of defense is a security team that is aware and vigilant of any safety concerns and consistently strives to maintain a safe physical campus. Our school counselors offer a differentiated system of support with dedicated time for the core social-emotional curriculum, supplemental (small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) support to our students including school-based and community resources.

Additionally, we have created methods/formats where the characteristics of safety and respect can be assessed, and where strategies for improvement can be discussed and supported. We will continue to focus on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

Adults across the campus will clarify their expectations for positive interpersonal interaction and instruct students on the structures and processes for reporting violations of bullying/harassment/ dating violence/civil rights policies. Lastly, counselors will provide methods to students for respectfully and effectively addressing disrespectful comments as well as methods for staff members to respectfully correct misbehavior at the classroom and administrative levels.

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.

Classroom management is the teacher's responsibility and proper behavior management strategies should be used at all times to ensure a safe and positive learning environment. However, in an effort to provide students with consistent consequences for their behaviors, the following procedures should be followed.

Each student who is involved in a minor infraction must have a Behavior Incident Log completed. Minor infractions include, but are not limited to the following: class disruption, inappropriate behavior, not following class/school rules, excessive talking in class, violation of dress code or inappropriate display of affection.

Each time a minor incident occurs, the log must be completed appropriately, and the consequence stated on the log must be followed. Teachers must make a note under the parent contact column indicating who was contacted and when the contact occurred. Referrals for minor incidents will not be processed unless they are accompanied by a completed Behavior Incident Log (the log will be returned to the teacher after the consequence is issued) and proper parent contact has been made.

Consequences for Minor Infractions are as follows:

1st Offense: Verbal Warning to Student by Teacher
2nd Offense: Verbal Warning to Student/Parent Contact by Teacher*
3rd Offense: 30 minute Detention*
4th Offense: 1 hour Detention*
5th Offense: Referral to Administrator/Class Exclusion-Parent Conference with Administrator*
6th Offense: Referral to Administrator/1 day Indoor Suspension
7th Offense: Referral to Administrator/2 days Indoor Suspension
8th Offense: Referral to Administrator/3 days Indoor Suspension

9th Offense: Referral to Administrator/3 days Indoor Suspension
10th Offense: Referral to Administrator/Alternative to Outdoor Suspension (AOS) Program
11th Offense: Referral to Administrator-will be handled on a case by case basis
*Conduct cuts should be issued as needed.

Referrals must always include parent contact. Teacher must state the phone number, time, and person they spoke with on the referral as well as use the proper codes under student services (C6-Parent Conference). Every time parent contact is made, the parent must be informed what the next consequence will be if the child behaves inappropriately again. Logs should be kept in a binder and can be used as a reference for future incidents.

MAJOR infractions require a referral and will be dealt with accordingly by the administration. They do not require a behavior log but Progressive Discipline will be utilized when dealing with Level II or III infractions according to the MDCPS Code of Student Conduct.

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.

Prevention is one of the main components of the student services department at Bowman Ashe/ Doolin K-8 Academy. The Safer Smarter Kids Curriculum is used in all kindergarten classes to provide child abuse prevention activities and lessons. There are a total of six, thirty minute lessons that consist of videos, interactive activities, discussions and home learning information for the parents.

With first grade students, the student services department will conduct monthly lessons that model the six core values from the character education curriculum. School wide bullying/harassment prevention lessons from the Miami-Dade Public Schools Bullying Curriculum are conducted in all grade levels. In addition to classroom lessons, the student services department conducts individual, small group and academic advisement. The student services department meets with parents to address academic, social and emotional concerns. Together with the parent, the counselor assesses the needs of the student and if necessary will refer to an outside community agency.

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

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

Students that exhibit early warning signs such as excessive absences, retention, below grade level achievement, and discipline referrals will be targeted early for support in order to reduce the overall percentage of at-risk students. In order to prevent students from falling behind, the following actions take place throughout the school year:

Teachers – watching for warning signs and getting assistance before factors become insurmountable. Counselors – assisting students through intervention strategies and follow-up to ensure improvement. Administration – Assisted by the Leadership Team, Administration leads the efforts to identify and follow-up with students whose behavior and academic progress, or lack of, conforms to the factors impacting student disengagement.

The factors which contribute to students' lack of progress are monitored in the following manner: Attendance- Absences and tardies are monitored through Attendance Manager and the iAttend Program. The parents of students with excessive tardies are contacted, students are warned and if there is no improvement consequences such as detention are delivered. Students with excessive

absences are referred to counselors, administrators and, if necessary, the school's social worker.

Suspensions – When a student demonstrates severe or repetitive infractions of the discipline code, many steps are taken before students receive either Indoor or Outdoor Suspension. Initially parents are contacted and students are counseled. If undesirable behavior continues after counselor support, administration is involved and, if needed, outside agency support is supplied.

Multiple Course Failure – Parents and teachers are kept informed of student progress through the Dade County Interim Progress Reports and the Notice of Unsatisfactory Progress throughout each grading period. Through this data, counselors monitor students on a quarterly basis, compiling a list of students in danger of failing essential Core classes. Counselors meet with these students, parents and member of their educational TEAM to assist them with help, such as tutoring.

Level 1 in ELA or Math – There are a variety of programs in place for students who require intervention in ELA and Math. Initially, scores from the previous Spring assessment administration were dis-aggregated to identify and group students within both demographic and academic subgroups. Students are placed in the Intensive Reading and Intensive Reading Plus ELA intervention programs.

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	1	0	2	1	6	4	8	8	8	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	6	2	6	4	13	1	2	1	5	0	0	0	0	40
Level 1 on statewide assessment	6	6	14	3	56	51	58	62	77	0	0	0	0	333

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	6	3	8	3	27	24	30	50	48	0	0	0	0	199

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

Counselors will conduct academic reviews of progress reports and identify students in danger of failing two or more courses. Meetings with be conducted with students, parents and teachers to address the needs of the students, develop appropriate tier interventions and ensure successful completion of courses.

Periodically review attendance policy and procedures with students during grade-level assemblies and provide parents with attendance policy and procedures via parent handbook and Open House. Identify and refer students with excessive absences to Counselor/Social Worker and contact parents. Conduct meetings with Reading Coach and teachers to ensure proper tier interventions are being implemented and students are showing progress.

B. Family and Community Engagement

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

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

Yes

1. PIP Link

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

2. Description

Bowman Ashe/Doolin K-8 Academy is a Title I school and must complete the Parental Involvement Plan (PIP).

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 school-based, Title I funded, Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and fosters parental participation in the decision making processes at the school site. Additionally, the CIS assists in establishing partnerships with stakeholders in an effort to enhance the school's relationship with the local community and secure needed resources to support the school's academic programs and goals.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Vazquez-Rios, Lisset	Principal
Albarran, Christina	Assistant Principal
Branciforte, Ronnit	Teacher, ESE
Gonzalez, Ana	Teacher, K-12
Henriquez, Nannette	Teacher, K-12
Hernandez, Ana	Teacher, K-12
Isidron, Dianna	Teacher, K-12
Llama, Michelle	Teacher, K-12
Pascual, Adam	Instructional Coach
Plummer, Sherylann	Teacher, K-12
Ramjus, Melissa	Teacher, K-12
Samuel, Marcia	Teacher, K-12
Silva, Angel	Assistant Principal
Hernandez, Beatriz	Teacher, K-12
McNeill, Cynthia	Teacher, K-12
Rodriguez-Pruna, Lilian	Teacher, K-12
Davis, Aubrey	Teacher, K-12
Huss, Cynthia	Teacher, K-12
Soto, Jose	Teacher, K-12
Bertran, Lisseth	Teacher, K-12

b. Duties

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

Tier 1(Leadership Team)

• Administrators:
Lisset Vazquez-Rios, Principal
Christina M. Albarran, Assistant Principal
Angel Silva, Assistant Principal

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving:

• Reading Coach: Adam Pascual
• Special education personnel: Ronnit Branciforte
• School guidance counselors: Yamile Lombard and Jenny Dominguez
• School psychologist: Jezel Guede
• School social worker: Mariana Lopez

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI. The administrative team will schedule and facilitate regular Curriculum Council meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

Tier 2 (Interventions)
Reading Coaches, Grade-level chairs and Department Chairs will conduct monthly meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 (SST)
The School Psychologist, Social Worker, Guidance Counselor, Special Education Personnel, one administrator, and a parent will make up the Tier 3 SST Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem-solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?
(What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising
goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by
group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using
the Tier 2 problem solving process after each OPM.

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

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

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed

to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year.

The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (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) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• 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)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B
- NA

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 Education Program seeks to ensure a successful educational experience for Homeless children by collaborating with parents, schools, and the community.
• The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the

procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and
services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
• The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists and or/ counselors focus on counseling students to solve problems related to drugs and
alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which
bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or
volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24
hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K through 12.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows

the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs
- N/A

Head Start
-N/A

Adult Education
-N/A

Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training-N/A

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

HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and
resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for
School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometry exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisset Vazquez-Rios	Principal
Jose Soto	Teacher
Sandra Silver	Teacher
Cynthia Huss	Teacher
Cynthia McNeil	Teacher
Viviana Sanchez	Parent
Haivyl Lopez	Parent
Adriana Rodriguez	Parent
Marilu Moncayo	Parent
Febe Dominguez	Student
Norma Ollet	Teacher
Hermeen Carr	Education Support Employee
Debbie Hope	Parent
Jeanette Roche	Teacher
Max Nieto	Business/Community
Stephen Hunter	Teacher
Belinda Levy	Education Support Employee
Miguel Ladron de Guevarra	Business/Community
Glenda Lopez	Business/Community
Bob Correa	Student
Ada Vargas	Parent
Briana Font	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met to analyze student performance data from the 2015-2016 Mid-Year Assessments and End of Year Assessment administration to determine the attainment of last year's SIP goals. A review of the SIP was held both at mid-year and as the school year closed. Based upon its findings, the SAC recognized that all 2015-2016 SIP goals were achieved. As such, the school's grade remained a "B".

Additionally, the SAC analyzed student performance trends and identified areas in need of intervention.

b. Development of this school improvement plan

The SAC will:

• Provide feedback on the content of the School Improvement Plan
• Review all applicable student performance data
• Determine the students' needs and prioritize them
• Recommend strategies to improve areas of need
• Assist in the preparation and evaluation of the School Improvement Plan
• Develop and monitor the final decision making at the school relating to the implementation of the School Improvement Plan

During every meeting, the SAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

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

The administration of the school meets regularly with the EESAC Committee to facilitate input in the development of the school's budget. Within the parameters of the District guidelines, suggestions are taken into account and whenever feasible, possible and beneficial are put into place. Once the budget has been initially been created, the EESAC is again visited to tweak the plan. As funding becomes available or availability is changed, their input into expenditures or money-saving ideas are welcomed.

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

SAC funds of $5,100 were utilized for hourly pay for teachers in the Saturday School Tutoring Program to enhance Reading performance.

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
Vazquez-Rios, Lisset	Principal
Albarran, Christina	Assistant Principal
Silva, Angel	Assistant Principal
Samuel, Marcia	Instructional Coach
McNeill, Cynthia	Teacher, K-12
Branciforte, Ronnit	Teacher, ESE
Henriquez, Nannette	Teacher, K-12
Isidron, Dianna	Teacher, K-12
Llama, Michelle	Teacher, K-12
Pascual, Adam	Instructional Coach
Plummer, Sherylann	Teacher, K-12
Davis, Aubrey	Teacher, K-12
Hernandez, Beatriz	Teacher, K-12
Huss, Cynthia	Teacher, K-12
Soto, Jose	Teacher, K-12

b. Duties

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

The Literacy Leadership Team is an essential component of our school's commitment to providing effective instruction and pedagogical support. The major initiatives of the LLT this year will be to:

• Identify students in subgroups who are in need of intervention and are classified as struggling readers
• Guide teachers in the infusion of literacy skills based on the Florida Standards (LAFS)
• Utilize Diagnostic Assessments to determine progression of student learning gains
• Encourage school-wide Reading across the curriculum
• Provide time during faculty meetings to discuss reading best practices
• Ensure Differentiated Instruction is used effectively in the classroom
• Monitor implementation of reading strategies in all content areas
• Create professional development that focuses on student needs and teacher needs
• Increase the frequency of technology as a reading instructional tool
• Provide enrichment for students performing at mastery in reading
• Encourage students to participate in several reading activities including: book clubs, literacy clubs, book
fairs, Accelerated Reader and reading contests
• Work collaboratively with teachers to identify and provide targeted, customized professional development
• Develop Lesson Studies to focus on developing and implementing instructional routines that use complex
text and incorporate text dependent questions
• Multi-disciplinary teams will develop lessons that provide students with opportunities for research and will
incorporate writing throughout all disciplines

D. Public and Collaborative Teaching

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

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

Teachers and staff members at Bowman Ashe/Doolin K-8 Academy are encouraged to establish positive working relationships by working collaboratively on a weekly basis. Teachers in grades PK through 5 share common planning times at least two times per week with other staff members on their grade level. Faculty in grades 6 through 8 share common planning every Wednesday afternoon. Collaborative planning throughout the grade levels and curricular departments leads to more rigorous instruction and use of instructional time.

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

In order to recruit and retain highly qualified teachers, the Administrative team will work collaboratively to ensure the following takes place:

• Partner new teachers with veteran staff members for support
• Solicit referrals from current employees
• Host interns and field experience students from local universities and partner them with clinically certified
teachers

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

New/beginning teachers will be paired with experienced teachers within their grade-level/subject-area. They will be given opportunities to collaborate and share best practices. The administrative team will conduct monthly meetings with new/beginning teachers and their mentor. Opportunities will be provided for new/beginning teachers to observe experienced teachers and attend professional development courses that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.

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.

In order to facilitate the planning process, teacher schedules were developed with common planning times across the grade levels. As such, teachers have been able to meet weekly to analyze and learn the new standards. Student performance requirements were delineated and curriculum mapping was done, in conjunction with District developed Pacing Guides, to set up long range instructional goals. Each department has also set up monthly common planning times to create lesson plans which will incorporate the new standards and work to create a gradual release model of instruction.
These plans are being created with the assistance of District Level resources made available by District Departments and the iHeat Instructional Support team at the school site. This process will continue as the school year progresses, with realignment of instruction techniques and strategies as deemed necessary from data received from interim and mid-year assessments and progress monitoring.

b. Instructional Strategies

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

The school uses data from multiple sources (State and District Assessments, Supplemental Software Programs, etc.) in order to provide teachers with the necessary information to plan differentiated instruction that will meet the diverse needs of their students. Teachers participate in data chats with the school administration and also with the students themselves to create a sense of ownership for their growth and achievement. Data is analyzed on a quarterly basis through grade level or departments meetings and used to target instruction based on need. Teachers are able to identify students in their classes that are in need of intervention or enrichment. Teachers modify their DI Groups of students as needed depending on the data available to them at each meeting in order to optimize teaching and learning and improve student achievement.

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: 2,800

> Students in the ELL program will be provided with before/after school tutoring in Reading and Math twice a week. This program will begin in October 2016 until March 2017.
>
> *Strategy Rationale*
>
> The purpose of the this strategy is to support ELL students with English language acquisition in order to strengthen their understanding of key vocabulary words and concepts as related to Reading and Mathematics.
>
> *Strategy Purpose(s)*
>
> - Core Academic Instruction
>
> - Enrichment
>
> *Person(s) responsible for monitoring implementation of the strategy*
> Isidron, Dianna, disidron@dadeschools.net
>
> *Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*
>
> The ELL tutoring program will provide instruction in Reading and Math. The teacher will be responsible for periodically testing the students for OPM and mastery of specific benchmarks. Teachers will share the data with the administrative team and adjust their lessons accordingly to meet the specific needs of the students.

Strategy: Weekend Program

Minutes added to school year: 1,560

Saturday School classes will be offered to students every Saturday in the areas of Reading, Math and Science. Students will attend from 9:00 a.m. to 12:15 p.m. These extended learning opportunities will begin January 28 until April 1, 2017.

Strategy Rationale

Employing a number of effective strategies in the Weekend Program will create an overarching unity for the educational program at Bowman Ashe/Doolin K-8 Academy. Focus is on both instructional delivery and rigor by teachers and the opportunities presented to students for increased
student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Silva, Angel, ajsilva@dadeschools.net

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

During the Saturday School classes, 5th through 8th Grade Reading and Math, and 5th and 8th grade Science curriculum will be reinforced. The teachers will be responsible for periodically testing the students for OPM and mastery of specific benchmarks. Teachers will share the data with the administrative team and adjust their lessons accordingly to meet the specific needs of the students.

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.

In an effort to facilitate children's transition from early childhood programs to the elementary school, Bowman Ashe/Doolin K-8 Academy proactively engages its stakeholders in a series of networking activities throughout the year. Parent Orientation meetings are conducted each semester, with informational flyers distributed to local early childhood centers within the school community. In addition, neighboring daycares and private pre-schools are invited to the school, as faculty and staff welcome preschool youngsters to visit classrooms and personally witness kindergarteners academically engaged in a real-life setting.

Kindergarten registration begins in March, and parents are informed of the registration process via Connect-Ed messages and the school's marquee. During the annual Open House event, parents of new kindergarteners are welcomed to the school and provided with an opportunity to visit their child's classroom and learn more about school expectations and procedures.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida

funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Bowman Ashe/Doolin K-8 Academy, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the center directors of neighborhood centers and invite them to visit the school for orientation purposes.

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. Core Curriculum Goal: If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. Core Curriculum Goal: If core instruction is increased in all content areas then student achievement will improve. `1a`

🔑 G088218

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	80.0
FSA ELA Achievement	48.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	72.0
AMO Math - All Students	81.0
FSA Mathematics Achievement	42.0
Math Gains	68.0
Math Lowest 25% Gains	62.0
Algebra I EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	53.0
CELLA Writing Proficiency	36.0
CELLA Listening/Speaking Proficiency	52.0
CELLA Reading Proficiency	36.0
AMO Math - Asian	79.0
AMO Math - African American	75.0
AMO Math - Hispanic	81.0
AMO Math - White	87.0
AMO Math - ELL	75.0
AMO Math - SWD	62.0
AMO Math - ED	79.0
AMO Reading - Asian	84.0
AMO Reading - African American	67.0
AMO Reading - Hispanic	79.0
AMO Reading - White	90.0
AMO Reading - ELL	70.0
AMO Reading - SWD	56.0
AMO Reading - ED	77.0
Middle School Participation in EOC and Industry Certifications	96.0

Targeted Barriers to Achieving the Goal `3`

- Lessons need to incorporate time, during the instructional block, to allow students to practice independently.

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

- Accelerated Reader

- Treasures Reading Program

- i-Ready Program

- Wonder Works Intervention Program

- TeenBiz

- Instructional Coaches and Leaders

- Achieve 3000

- iHeat Curriculum Support Personnel

- Curriculum Council

- Best Practices

- Professional Development Opportunities

- Task Cards

- Interactive Boards

- Depth of Knowledge

- Administrators

- Title III Before and After School Tutoring

- District Pacing Guides

- Common Planning Times

- Tablets, Laptop Carts, and Computer Labs

- Saturday School Tutoring Program

- J & J Science Curriculum for Grade 5

- FSA Performance Coach for Grades 3-5

Plan to Monitor Progress Toward G1. `8`

Conduct reviews of data from State Assessments and District Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person Responsible
Lisset Vazquez-Rios

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Formative Assessments: Interim assessments Summative Assessments: 2015 FCAT 2.0 Science, 2015 FSA Reading and Mathematics, and 2015 CELLA

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. Core Curriculum Goal: If core instruction is increased in all content areas then student achievement will improve. `1`

🔍 G088218

G1.B4 Lessons need to incorporate time, during the instructional block, to allow students to practice independently. `2`

🔍 B234581

G1.B4.S1 Incorporate time into the instructional block for students to utilize the Gradual Release of Responsibility Model and work more independently. `4`

🔍 S247298

Strategy Rationale

Implement questioning strategies and activities in reading, writing and all other curricular areas to encourage rigorous interactions in order to deepen understanding on an independent level. Explicitly teach students how to independently participate in discussions by forming and answering their own questions to help them analyze, synthesis, evaluate and interpret topics across all subjects.

Action Step 1 `5`

Provide training and support to teachers to reinforce the practice of the Gradual Release of Responsibility Model

Person Responsible

Christina Albarran

Schedule

On 11/8/2016

Evidence of Completion

Agenda, Sign-In Sheets, Follow-up Activity

Action Step 2 `5`

Teachers will develop and implement lesson plans that incorporate all components of the Gradual Release of Responsibility Model in order to increase rigor.

Person Responsible

Lisset Vazquez-Rios

Schedule

Daily, from 11/9/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Student Work Folders, Walkthroughs

Action Step 3 `5`

Teachers will participate in weekly professional conversations during common planning times and will participate in observations of model classrooms to analyze lesson effectiveness and reflect on opportunities for improvement.

> **Person Responsible**
>
> Lisset Vazquez-Rios
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 6/8/2017
>
> ***Evidence of Completion***
>
> Coach Logs, Grade Level/Dept. Meeting Agendas, Instructional Rounds

Action Step 4 `5`

Provide training and support to teachers to reinforce the use of the various multimedia software programs available that will assist in allowing students to analyze and synthesize concepts for better understanding in an independent manner.

> **Person Responsible**
>
> Adam Pascual
>
> **Schedule**
>
> Monthly, from 11/8/2016 to 6/8/2017
>
> ***Evidence of Completion***

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Administrators and Instructional Coaches will monitor the implementation of the Gradual Release of Responsibility Model during instructional time so that students may independently analyze and synthesize information and learning objectives.

> **Person Responsible**
>
> Lisset Vazquez-Rios
>
> **Schedule**
>
> Weekly, from 11/9/2016 to 6/8/2017
>
> ***Evidence of Completion***
>
> Walkthroughs, Observations, Lesson Plans, Student Work Folders

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Administrators and Teachers will conduct reviews of data from District and State Assessments. Data chats will be conducted after each of these assessments for progress monitoring. Department and Grade Level meetings will be conducted to obtain teacher feedback on the effectiveness of strategies.

Person Responsible

Lisset Vazquez-Rios

Schedule

Quarterly, from 11/9/2016 to 6/8/2017

Evidence of Completion

District Assessment Data, FCAT 2.0 Science Data, FSA 2016 Reading and Mathematics Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M335089	Conduct reviews of data from State Assessments and District Interim Assessments. Data chats will be...	Vazquez-Rios, Lisset	8/24/2015	Formative Assessments: Interim assessments Summative Assessments: 2015 FCAT 2.0 Science, 2015 FSA Reading and Mathematics, and 2015 CELLA	6/9/2016 quarterly
G1.B4.S1.A1 A321967	Provide training and support to teachers to reinforce the practice of the Gradual Release of...	Albarran, Christina	11/8/2016	Agenda, Sign-In Sheets, Follow-up Activity	11/8/2016 one-time
G1.B4.S1.MA1 M335087	Administrators and Teachers will conduct reviews of data from District and State Assessments. Data...	Vazquez-Rios, Lisset	11/9/2016	District Assessment Data, FCAT 2.0 Science Data, FSA 2016 Reading and Mathematics Data	6/8/2017 quarterly
G1.B4.S1.MA1 M335088	Administrators and Instructional Coaches will monitor the implementation of the Gradual Release of...	Vazquez-Rios, Lisset	11/9/2016	Walkthroughs, Observations, Lesson Plans, Student Work Folders	6/8/2017 weekly
G1.B4.S1.A2 A321968	Teachers will develop and implement lesson plans that incorporate all components of the Gradual...	Vazquez-Rios, Lisset	11/9/2016	Lesson Plans, Student Work Folders, Walkthroughs	6/8/2017 daily
G1.B4.S1.A3 A321969	Teachers will participate in weekly professional conversations during common planning times and...	Vazquez-Rios, Lisset	8/22/2016	Coach Logs, Grade Level/Dept. Meeting Agendas, Instructional Rounds	6/8/2017 weekly
G1.B4.S1.A4 A321970	Provide training and support to teachers to reinforce the use of the various multimedia software...	Pascual, Adam	11/8/2016		6/8/2017 monthly

V. Professional Development Opportunities

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

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

G1.B4 Lessons need to incorporate time, during the instructional block, to allow students to practice independently.

G1.B4.S1 Incorporate time into the instructional block for students to utilize the Gradual Release of Responsibility Model and work more independently.

PD Opportunity 1

Provide training and support to teachers to reinforce the practice of the Gradual Release of Responsibility Model

Facilitator

Assistant Principal and Reading Coach/PD Liaison

Participants

Classroom Teachers

Schedule

On 11/8/2016

PD Opportunity 2

Provide training and support to teachers to reinforce the use of the various multimedia software programs available that will assist in allowing students to analyze and synthesize concepts for better understanding in an independent manner.

Facilitator

Assistant Principal, Reading Coach and PD Liaison

Participants

Classroom Teachers

Schedule

Monthly, from 11/8/2016 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.B4.S1.A1	Provide training and support to teachers to reinforce the practice of the Gradual Release of Responsibility Model	$0.00
2	G1.B4.S1.A2	Teachers will develop and implement lesson plans that incorporate all components of the Gradual Release of Responsibility Model in order to increase rigor.	$0.00
3	G1.B4.S1.A3	Teachers will participate in weekly professional conversations during common planning times and will participate in observations of model classrooms to analyze lesson effectiveness and reflect on opportunities for improvement.	$0.00
4	G1.B4.S1.A4	Provide training and support to teachers to reinforce the use of the various multimedia software programs available that will assist in allowing students to analyze and synthesize concepts for better understanding in an independent manner.	$0.00
		Total:	$0.00