

Miami-Dade County Public Schools

Dr. Henry W. Mack/West Little River K 8 Center



2017-18 Schoolwide Improvement Plan

Dr. Henry W. Mack/West Little River K 8 Center

2450 NW 84TH ST, Miami, FL 33147

<http://wlre.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Dr. Henry W. Mack/West Little River K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff and community of Dr. Henry W. Mack / West Little River K - 8 Center believe that all students can accomplish a high level of academic achievement, while building positive self-esteem. We accept the challenge to guide our students toward academic and social success through education.

b. Provide the school's vision statement.

Dr. Henry W. Mack/West Little River K – 8 Center is committed to providing educational excellence for all students. We believe that every student will reach their highest academic potential with the support of all stakeholders, including staff, parents and community and business partners.

2. School Environment

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

The faculty and staff at Dr. Henry W. Mack/ West Little River K-8 Center value our students' cultures. In doing so, we make opportunities at various points of the school year to encourage students to share their culture. Students participate in various cultural activities with their classmates and teachers which help build the relationships between teachers and students. Students participate in Hispanic Heritage activities, Black History activities as well as Haitian/ Creole activities. Teachers have to opportunity to expose students to many other cultures through class discussions and Social Science lessons. In additional, students have the opportunity to participate in various cultural events through field trips and assemblies.

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

Dr. Henry W. Mack/ West Little River K-8 Center students feel safe and respected before, during and after school. Through our Positive Behavior System (PBS) and school counseling initiatives, students feel comfortable with reporting any issues regarding bullying, issues at home and much more. Students also know of the contact people that are available for them regarding their safety and respect. In addition, through the Values Matter Initiative, the school uses specific lessons that encourage each value. In the classrooms, teachers are encouraged to have a Values Matter bulletin board that reinforces each value on a daily basis.

In addition, students are being exposed to and participating in a host of activities and programs throughout the year such as: STEM activities and competitions, Magnet School Fairs, service clubs, 500 Role Models, Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, Anti-bullying, School Safety Patrols, and Character Education. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations.

Bully boxes are located in various locations of the schools. Posters are posted throughout the building to educate students on bullying and to discourage it as well. A School Resource Officer (SRO) is assigned to our campus.

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

The schoolwide behavioral system is implemented through the Positive Behavior System (PBS). Our school's PBS Coach works with teachers to minimize distractions and keep students engaged during instructional time by collaborating with the teachers. The PBS Coach and teachers have established a plan for promoting positive behavior which include utilizing Class Dojo, alternatives to suspension and parental communication. Involved PBS school personnel attend planning and implementation meetings throughout the school year and attend professional development sessions.

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.

Dr. Henry W. Mack/ West Little River K-8 Center provides an variety of counseling services to ensure the social-emotional needs of all students are being met. Depending on the student need, students can receive individual and group counseling which includes peer mediation. Students also have the opportunity to work with the Counselor and Success Coach. The School's Student Support Team also provides support to students in need of assistance. Finally, outside agency referrals and community based agency presentations are also provided to students in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Dr. Henry W. Mack/West Little River K-8 Center early warning system indicators are:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	7	7	6	4	4	3	2	3	0	0	0	0	37
Level 1 on statewide assessment	3	7	10	10	8	12	35	25	24	0	0	0	0	134

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	10	10	5	10	18	41	33	31	0	0	0	0	159

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

Dr. Henry W. Mack/West Little River K-8 Center provides intervention strategies for students identified by the early warning system that include:

Provide opportunities for students to work collaboratively with classmates.

Implementation of Tier 2 and Tier 3 intervention for Reading through Wonderworks.

Differentiated instruction is implemented during instructional time.

Technology programs are used that identify specific deficiencies in students.

Individual and Group Counseling for students with Success Coach or counselor.

Referral to community based organizations for emotional/psychological needs.

Use of the alternative to suspension plan for students with behavioral issues.

School attendance plan includes incentives provided to students for meeting attendance goals.

Effective implementation of our PBS system.

Intervention is built into every Kindergarten through Fifth Grade schedule at least three times per week.

Interventionist are providing pull out intervention for the lowest 35% in Reading in Grades 3-5 at least three times per week.

Before and Afterschool Tutoring will be provided.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Dr. Henry W. Mack/West Little River K – 8 Center involves parents in the planning and implementation of the

Title I program extends an open invitation to the school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind ACT and other referral services. The

school increases parental engagement/parental involvement through developing the Title I Student-

Parent

Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting; and

other documents/activities. The school conducts informal parent surveys to determine specific needs for our

parents, and schedule Parent Academy workshops, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.

The

principal completes the Title I Administration Parental Involvement Monthly school reports and submits it to the Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as

applicable. Additional academic and support services will be provided to students and families of the Migrant

population as applicable.

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.

Dr. Henry W. Mack/West Little River K-8 Center strives to involve all families and Community Partners. The entire staff builds strong external relationships.

The staff at Dr. Henry W. Mack/West Little River K-8 Center:

- Sees parents and Community Businesses as partners in helping students learn,
- Values parents' input and participation in advancing the school's mission and vision,
- Supports efforts to strengthen its students' community resources.

Dr. Henry W. Mack/West Little River K-8 Center creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Dr. Henry W. Mack/West Little River K-8 Center regularly communicates with parents about how they can help their children learn, through monthly parent workshops. Monthly Parent Calendars are distributed to all students so that parents are aware of the upcoming events.

The School provided a Back to School Orientation to afford the parents and students the opportunity to meet their teachers prior to the first day of school. Parents are encouraged to become School Volunteers so that they can participate in school activities and volunteer during the school day. Parents are encouraged to participate in the PTA. Teachers and parents are partners in improving student learning. Every effort is made to ensure parents are active participants in their child's schooling. Teachers work closely with parents to meet the students' needs. Teachers listen to parents and try to understand parent's problems and concerns through parent-teacher conferences.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thompson-Williams, April	Principal
Klahr, Danielle	Instructional Coach
Taylor, Sheleena	Instructional Coach
Russell, Alten	Assistant Principal
Louis, Emmanuela	Instructional Coach

b. Duties

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

Leadership is an extension of the Dr. Henry W. Mack/West Little River K – 8 Center’s Instructional Team, 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.

The administrative team provides a common vision for the use of data-based decision-making and ensures that the team is implementing RtI. The principal conducts walkthroughs which ensure best practices of RtI implementation. The principal also ensures that necessary professional development is provided to all staff to support implementation.

The General Education Teachers (Primary and Intermediate) provide information about core instruction and participate in student data collection. They also deliver Tier 1 instruction/intervention and collaborate with Coaches and other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities.

The Special Education (SPED) Teacher participates in student data collection and collaborates with general education teachers through such activities as consultation and collaboration. They also function as a resource in the area of intervention and provide general education teachers with additional intervention assistance as needed to ensure the success of all students.

The Reading Coaches develop, lead, and evaluate Language Arts and Reading standards and programs. The Coaches work with the Language Arts and Reading teachers to implement scientifically research- based curriculum and intervention approaches. They analyze assessment data and identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coaches assist with whole school screening programs and analyze the data to ensure that interventions and assistance is provided to students and teachers as needed. They also assist in the design and implementation for progress monitoring, data collection, and data analysis. Coaches also design and deliver Professional Developments; after which they model the use of best practices and strategies. The coaches provide additional support for assessment and implementation monitoring as well.

The Mathematics Coach develops, leads, and evaluates Mathematics content standards and programs. The Coach will identify and ensure implementation of scientifically based curriculum and intervention approaches. Additionally, the Coach will identify systematic patterns of student needs and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers based on their assessment results.

The Science Coach develops, leads, and evaluates Science content standards and programs. The Coach will identify and ensure implementation of scientifically based curriculum and intervention

approaches. Additionally, the Coach will identify systematic patterns of student needs and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers based on their assessment results. The Science Coach will ensure that all students receive laboratory and hands-on experiences both in the classroom and the Science Lab.

The School Psychologist participates in the collection, interpretation, and analysis of data. The Psychologist also facilitates development of intervention plans and provides support for intervention fidelity and documentation. Professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation are provided as needed. The Psychologist is an integral part of the data-based decision-making activities.

The Speech Language Pathologist (SLP) (as needed) educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. The SLP also assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

The School Counselor and School Social Worker provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The Leadership Team meets at least once a week to discuss upcoming events, need for professional development, school data, and/or any other pertinent information. Shared leadership is practice. All members of the team is given an opportunity to be heard. Leadership team discussions are focused and are consistent with the need of the students.

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 Leadership Team in collaboration with the designated Rtl team members will meet Thursdays to focus on student achievement and the utilization of data to ensure that the students progress and continue to excel

academically. The team meets on Thursdays to engage in the following activities:

- Review universal screening data and link to instructional decisions.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- Based on the data, the team will identify professional development and curriculum resources.
- The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

-Title I Part A

At Dr. Henry W. Mack/West Little River K – 8 Center services are provided to ensure students requiring additional remediation are assisted through before and after school tutorial programs. The district coordinates with Title III in ensuring staff development needs are provided. Instructional

coaches (Reading/Math/Science) develop, lead, and evaluate school core content standards/ programs. The subject area coaches also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They work with district personnel to identify systematic patterns of student need and identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk.” They also 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. Instructional coaches also provide professional development based on the needs of the teachers and students.

Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless 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.

-Title I Part D

Dr. Henry W. Mack/West Little River K – 8 Center receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

-Title II

Dr. Henry W. Mack/West Little River K – 8 Center uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teachers (MINT) Program
- Training for add-on endorsement programs such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Dr. Henry W. Mack/West Little River K – 8 Center has a trained PDL and PLC facilitator that will be utilized to provide professional development and facilitation throughout the school.

-Title III

Dr. Henry W. Mack/West Little River K – 8 Center Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading was purchased by the district to be used by ELL and immigrant students at our school.

-Title X Homeless

• Dr. Henry W. Mack/West Little River K – 8 Center Homeless Liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- 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.

-Supplemental Academic Instruction (SAI)

Dr. Henry W. Mack/West Little River K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

-Violence Prevention Programs

At Dr. Henry W. Mack/West Little River K – 8 Center the Safe and Drug-Free Schools Program addresses violence prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. The teachers and counselor work collaboratively to ensure that the curriculum is implemented in an effective manner. Training and technical assistance for school teachers, administrators, counselors, and Safe School Specialists is also a component of this program. Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management, and crisis management.

-Nutrition Programs

Dr. Henry W. Mack/West Little River K – 8 Center adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District Wellness Policy.

-Housing Programs

- The Homeless Assistance Program at Dr. Henry W. Mack/West Little River K - 8 Center 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 Dr. Henry W. Mack/West Little River K – 8 Center with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for Dr. Henry W. Mack/West Little River K – 8 Center's registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act. This ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign that is used at Dr. Henry W. Mack/West Little River K – 8 Center and all schools. Dr. Henry W. Mack/West Little River K – 8 Center is provided a video and curriculum manual. A contest is also sponsored by the Homeless Trust - a community organization.

-Head Start

Head Start programs are located off campus in the community surrounding Dr. Henry W. Mack/West Little River K – 8 Center. Staff collaborates with them through a scheduled preview for their students in the spring to familiarize them with the Kindergarten program.

-Adult Education

Not applicable

-Career and Technical Education

Dr. Henry W. Mack/West Little River K – 8 Center will provides a Career Day to present an in-depth

understanding of the various facets of future career opportunities. In addition, career centered discussions are done within content areas.

-Job Training
 Not applicable

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kimula Oce	Principal
Katina Johnson	Teacher
Latricia Johnson-Smith	Teacher
Valerie Alvarez	Teacher
Trinequa Butts	Student
Rastee Oce Jr.	Business/Community
Lena Butts	Parent
Latasha Fashaw	Parent
Willie Wiggins	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council engages in the problem-solving process by reviewing the previous year's data and providing suggested strategies that address the educational needs of the current student population. The collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed. The School Advisory Council is the sole governing body responsible for the final decision-making of the School Improvement Plan (SIP). At the scheduled monthly meetings the SIP is reviewed. Additionally, members of SAC assist in creating and writing the School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council plays an active role in the development of the school improvement plan by participating in writing committees, data analysis along with monthly reviews of the current School Improvement Plan.

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

The Principal discusses and reviews the school's annual budget and plan before and after budget conferences. The Principal keeps the SAC abreast to pertinent information and changes as it relates to the budget and plan.

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

The school improvement funds for the 2016-2017 school year was used for:
 End of the year awards incentives- \$800
 Incentives for after school tutoring participation, academic performance, iReady Performance in reading and Math- \$800

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
Thompson-Williams, April	Principal
Klahr, Danielle	Instructional Coach
Russell, Alten	Assistant Principal
Taylor, Sheleena	Instructional Coach
Louis, Emmanuela	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) will create a capacity of reading knowledge within the school building and focus on areas of literacy concerns across content areas and grade levels. The LLT will ensure the implementation of the English Language Arts State Standards are with fidelity. The LLT will promote reading through Drop Everything and Read (DEAR). The school-based LLT will meet monthly to discuss and analyze student data. Data is comprised of Interim Assessments, i-Ready data and previous FSA scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions will be made based on the most current data available. Adjustments will be made to the differentiated instruction grouping and professional development activities will be developed based on the data analysis.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Dr. Henry W. Mack/West Little River K-Center strives to ensure positive working relationships with all teachers. All teachers collaborate to promote professional development and collaborative planning. The teachers are active participants in school improvement, committed to the school, and focused on professional development. Through the PD liaison in-house professional development activities are provided to the teachers on a monthly basis. Teachers are supportive and respectful of one another. Through collaborative planning sessions teachers are afforded the opportunity to work with instructional coaches to ensure that the appropriate standards are taught. The Master Schedule is designed to provide common planning time among teachers within a grade level and/or teaching the same content.

Overall, the teachers share a sense of responsibility for student development, school improvement, and professional growth.

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

The following strategies are utilized by Dr. Henry W. Mack/ West Little River K-8 Center to recruit and retain highly qualified, certified-in-field, effective teachers:

- Regular meetings of new teachers with Principal (Principal)
 - Partnering new teachers with veteran staff (Assistant Principals)
 - Job Fairs and Teach for America Events (Principal)
 - Soliciting referrals from current employees (Principal)
 - Open-door policy utilized by administrators to address individual or grade level concerns (Principal/ Assistant Principals)
- Utilizing the District MINT program for new teachers.

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

The mentoring program at Dr. Henry W. Mack/West Little River K-8 Center supports new teachers by providing them with mentors. The mentor and new teacher will meet weekly to discuss evidence-based strategies. The mentor will observe the new teacher and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning. The new teacher will be paired with a mentor who has taught that same grade level or subject area in the past. The new teachers will also be supported by their instructional coach.

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.

At Dr. Henry W. Mack/ West Little River K-8 Center instruction is challenging and engaging. The instruction is clear, well-structured, rigorous, and encourages students to build and apply knowledge.

- The instruction is well defined and clear expectations for student success are set;
- The weekly collaborative planning sessions ensure core instructional programs and materials are aligned to the Florida Standards and Benchmarks;
The Item Specifications are utilized;
The District Pacing Guides which are aligned to Standards and Benchmarks are used to guide instruction;
- The interactive lessons encourage students to build and apply knowledge;
- The rigorous lessons encourage students to utilize higher order thinking skills;
- The instruction is well-paced and planning with the end in mind;
- There is alignment across all grade levels.

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.

Dr. Henry W. Mack/ West Little River K-8 Center uses data-driven decision making in order to ensure the school, the classroom, and the student are meeting our purpose and vision to ensure that every student is a successful citizen.

The school's Literacy Leadership Team (LLT) collaborates monthly to analyze data, review progress monitoring data, and recognize students who are meeting and exceeding standards and/or benchmarks. Based on the information the team provides professional development and resources necessary to provide effective interventions. The team collaborates weekly to resolve problematic issues, share effective practices, access implementation, execute choices, and practice new processes and skills. The roles and responsibilities are as follows: the principal, assistant principals, and instructional coaches provide a common vision for the use of data-driven decision making in order to establish interventions and support for the teachers. They collaborate with each other to verify the intervention plan created meets the needs of all students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,440

Dr. Henry W. Mack/ West Little River K-8 Center will offer after school tutoring to selected students for selected subjects. The tutoring services will be based on the students' individual needs. The programs utilized will be primarily computer-based, as well as lessons developed by the tutors. This additional hour will include both intervention and/or enrichment activities.

Strategy Rationale

The extra instruction the students at Dr. Henry W. Mack/ West Little River K-8 Center will receive will be at their instructional level. This extra hour will assist teachers in closing the learning gap and challenge students in the enrichment portion of the tutoring program .

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson-Williams, April, pr5861@dadeschools.net

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

Students that participate in the tutoring programs are monitored for success on i-Ready data, Mid-Year Data, and individual classroom data beginning August 2017 and analyzed by instructional teachers and the Leadership Team.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Title I Administration assists the Dr. Henry Mack/West Little River K – 8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and para-professional. 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. In selected school communities, the Title I program further provides assistance for pre-school transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

Preschool children and parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are:

-Voluntary Prekindergarten (VPK) Assessment: This is an assessment that is given four times a year. There are for main parts: Phonological Awareness, Print Knowledge, Oral Language/Vocabulary, and Mathematics.

-Florida Kindergarten Readiness Screener (FLKRS) Assessment - Work Sampling System (WSS): This is assessment is given in Kindergarten. The data from the screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments.

The Pre-K staff responsible for the implementation of the curriculum is the teacher and para-professional. The para-professional implements the high scope curriculum with a small group of students, as well as facilitates the plan-to-do review portion of high scope. Parental involvement is maintained by the parents completing the district volunteer application, and encouraged to volunteer in the classroom. VPK is the program offered at our school. The funding resources for these programs are Title I. Students' readiness for Kindergarten is assessed through articulation between Pre-K and Kindergarten teachers. Parents are provided with an orientation meeting.

The "Welcome to Kindergarten" program is designed to build partnerships with local early education programs, including the in school Pre-K program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The reading coach will also meet with the center directors of neighborhood centers, and ask the office staff to distribute Kindergarten preparation brochures and other documents to interest parents throughout the year.

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. If core instruction in all content areas is improved, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction in all content areas is improved, then student achievement will increase. 1a

G096841

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- There is a need for explicit planning with a focus on academic progression in all content area. In addition, there is a need for a strategy that will help students comprehend text.
- Student Services/Early Warning Signs - Undesirable behaviors in the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy - Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; Collections, Inside; Professional Development; iReady Mathematics - Go Math Textbooks, iReady Common Core Textbooks, McGraw Hill, Computers (iReady), CER Bellringers, Scheduled Planning Times K-8; Professional Development; i-Ready Science - Pacing Guides, FCAT 2.0 Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discovery Education Videos, CER Tasks, Gizmos, Edgenuity; Brain Pop; Study Jams, Florida Students Social Science - DISTRICT-Professional development-content specific, Edgenuity, NBC Learn, Discovery Education. 6th through 8th Grade Civics-Online Teacher Edition textbook that includes primary/ secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes), Civics Test Item Specifications (FLDOE), 7th grade Civics Task Cards. Tablets – 6th grade through 8th grade. MDCPS Social Science Website - Pacing Guide, Lesson Plans aligned to standards, Student Services- District Personnel, content specific professional development, Values Matter curriculum

Plan to Monitor Progress Toward G1. 8

Early Warning Systems data will be reviewed to determine the progress towards the goal.

Person Responsible

April Thompson-Williams

Schedule

Biweekly, from 9/29/2017 to 6/6/2018

Evidence of Completion

Counseling Logs, Attendance Rosters, Students Grades, Monitor FABs/BIP Data

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. If core instruction in all content areas is improved, then student achievement will increase. 1

G096841

G1.B1 There is a need for explicit planning with a focus on academic progression in all content area. In addition, there is a need for a strategy that will help students comprehend text. 2

B260503

G1.B1.S1 Standard driven collaborative planning in ELA that will result in the development of aligned daily learning targets to enable explicit instruction. 4

S275909

Strategy Rationale

Collaborative planning that is standard-based and aligned with daily learning targets will result in explicit instruction.

Action Step 1 5

Provide professional development on unpacking the standards, developing daily learning targets and aligned end products.

Person Responsible

Danielle Klahr

Schedule

On 10/27/2017

Evidence of Completion

Teachers will bring unwrapped standards to collaborative planning sessions. PD Sign-in Sheets Agendas

Action Step 2 5

Begin collaborative planning sessions by reviewing unpacked standards and daily learning targets to gauge development of daily instructional plans.

Person Responsible

Danielle Klahr

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Teachers lesson plans and instructional delivery will exhibit an alignment between the standards and daily learning targets.

Action Step 3 5

Administration will participate in collaborative planning sessions.

Person Responsible

Alten Russell

Schedule

Weekly, from 9/22/2017 to 5/25/2018

Evidence of Completion

Sign-sheets, agenda and evidence of unpacked standards and daily learning targets (pre-planning sheet)

Action Step 4 5

Develop an English Language Arts framework for whole group, differentiated instruction, and genre writing.

Person Responsible

Danielle Klahr

Schedule

On 10/20/2017

Evidence of Completion

Teachers will display an agenda of daily instruction as a component of their common configuration board. Copy of Instructional framework

Action Step 5 5

Designate a planning session specific to genre writing.

Person Responsible

Danielle Klahr

Schedule

Biweekly, from 10/3/2017 to 5/26/2018

Evidence of Completion

Sign-sheets, agenda and lesson plans of scaffolded writing instruction

Action Step 6 5

Classroom visitations and walkthroughs will be conducted to ensure effective implementation of strategies.

Person Responsible

Alten Russell

Schedule

Daily, from 10/3/2017 to 5/25/2018

Evidence of Completion

Literacy coaches' coaching cycles and administrative walkthrough logs

Action Step 7 5

Based on observations made during classroom visitations and walkthroughs, professional development will be provided to meet specific needs.

Person Responsible

April Thompson-Williams

Schedule

Monthly, from 10/3/2017 to 5/25/2018

Evidence of Completion

Sign-sheets, agenda and follow up activities

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

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include scaffolded Daily Learning Targets

Person Responsible

Alten Russell

Schedule

Daily, from 10/3/2017 to 12/20/2017

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

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

Consistently monitor common planning and the implementation of lesson planning and delivery to include scaffolded Daily Learning Targets

Person Responsible

April Thompson-Williams

Schedule

Weekly, from 10/3/2017 to 5/25/2018

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples

G1.B5 Student Services/Early Warning Signs - Undesirable behaviors in the classroom 2

B260507

G1.B5.S1 The School Counselor and Success Coach will work together to provide counseling sessions for the students identified by teachers. The Student Services Team will provide monthly incentives for positive behaviors. 4

S275914

Strategy Rationale

Counseling sessions for identified students and monthly incentives will motivate students to improve their behavior.

Action Step 1 5

Implementation of a positive recognition program for students

Person Responsible

Alten Russell

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

The majority of the student population is eligible to participate in the recognition program.

Action Step 2 5

Monitor behavior of students with chronic behavioral issues

Person Responsible

April Thompson-Williams

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Behavior issue decrease with repeat offenders.

Action Step 3 5

Group/Individual Counseling for students identified on Early Warning Systems Report

Person Responsible

April Thompson-Williams

Schedule

Weekly, from 10/3/2017 to 6/6/2018

Evidence of Completion

Student behavior issues improve.

Action Step 4 5

The data of students with chronic behavior issues will be reviewed

Person Responsible

April Thompson-Williams

Schedule

Monthly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

In order to monitor for fidelity of implementation, the data for students with chronic behavioral issues will be reviewed.

Person Responsible

April Thompson-Williams

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Counseling logs, Case Management Reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The data of students with chronic behavior issues will be reviewed.

Person Responsible

April Thompson-Williams

Schedule

Biweekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Counseling logs, Case management 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
2018					
G1.B1.S1.A4 A371009	Develop an English Language Arts framework for whole group, differentiated instruction, and genre...	Klahr, Danielle	9/22/2017	Teachers will display an agenda of daily instruction as a component of their common configuration board. Copy of Instructional framework	10/20/2017 one-time
G1.B1.S1.A1 A371006	Provide professional development on unpacking the standards, developing daily learning targets and...	Klahr, Danielle	9/22/2017	Teachers will bring unwrapped standards to collaborative planning sessions. PD Sign-in Sheets Agendas	10/27/2017 one-time
G1.B1.S1.MA1 M399302	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to...	Russell, Alten	10/3/2017	Walkthrough documentation, Administrative feedback and reflection on coaching logs	12/20/2017 daily
G1.B1.S1.MA1 M399301	Consistently monitor common planning and the implementation of lesson planning and delivery to...	Thompson-Williams, April	10/3/2017	Common planning agenda, Lesson plans, Student work samples	5/25/2018 weekly
G1.B1.S1.A2 A371007	Begin collaborative planning sessions by reviewing unpacked standards and daily learning targets to...	Klahr, Danielle	9/4/2017	Teachers lesson plans and instructional delivery will exhibit an alignment between the standards and daily learning targets.	5/25/2018 weekly
G1.B1.S1.A3 A371008	Administration will participate in collaborative planning sessions.	Russell, Alten	9/22/2017	Sign-sheets, agenda and evidence of unpacked standards and daily learning targets (pre-planning sheet)	5/25/2018 weekly
G1.B1.S1.A6 A371011	Classroom visitations and walkthroughs will be conducted to ensure effective implementation of...	Russell, Alten	10/3/2017	Literacy coaches' coaching cycles and administrative walkthrough logs	5/25/2018 daily
G1.B1.S1.A7 A371012	Based on observations made during classroom visitations and walkthroughs, professional development...	Thompson-Williams, April	10/3/2017	Sign-sheets, agenda and follow up activities	5/25/2018 monthly
G1.B5.S1.A1 A371032	Implementation of a positive recognition program for students	Russell, Alten	8/21/2017	The majority of the student population is eligible to participate in the recognition program.	5/25/2018 daily
G1.B5.S1.A2 A371033	Monitor behavior of students with chronic behavioral issues	Thompson-Williams, April	8/21/2017	Behavior issue decrease with repeat offenders.	5/25/2018 daily
G1.B1.S1.A5 A371010	Designate a planning session specific to genre writing.	Klahr, Danielle	10/3/2017	Sign-sheets, agenda and lesson plans of scaffolded writing instruction	5/26/2018 biweekly
G1.MA1 M399311	Early Warning Systems data will be reviewed to determine the progress towards the goal.	Thompson-Williams, April	9/29/2017	Counseling Logs, Attendance Rosters, Students Grades, Monitor FABs/BIP Data	6/6/2018 biweekly
G1.B5.S1.MA1 M399309	The data of students with chronic behavior issues will be reviewed.	Thompson-Williams, April	8/21/2017	Counseling logs, Case management reports	6/6/2018 biweekly
G1.B5.S1.A3 A371034	Group/Individual Counseling for students identified on Early Warning Systems Report	Thompson-Williams, April	10/3/2017	Student behavior issues improve.	6/6/2018 weekly
G1.B5.S1.A4 A371035	The data of students with chronic behavior issues will be reviewed	Thompson-Williams, April	8/21/2017		6/6/2018 monthly
G1.B5.S1.MA1 M399310	In order to monitor for fidelity of implementation, the data for students with chronic behavioral...	Thompson-Williams, April	8/21/2017	Counseling logs, Case Management Reports	6/7/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction in all content areas is improved, then student achievement will increase.

G1.B1 There is a need for explicit planning with a focus on academic progression in all content area. In addition, there is a need for a strategy that will help students comprehend text.

G1.B1.S1 Standard driven collaborative planning in ELA that will result in the development of aligned daily learning targets to enable explicit instruction.

PD Opportunity 1

Provide professional development on unpacking the standards, developing daily learning targets and aligned end products.

Facilitator

Klahr, Danielle, Literacy Coach

Participants

ELA Teachers K-8

Schedule

On 10/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on unpacking the standards, developing daily learning targets and aligned end products.	\$0.00
2	G1.B1.S1.A2	Begin collaborative planning sessions by reviewing unpacked standards and daily learning targets to gauge development of daily instructional plans.	\$0.00
3	G1.B1.S1.A3	Administration will participate in collaborative planning sessions.	\$0.00
4	G1.B1.S1.A4	Develop an English Language Arts framework for whole group, differentiated instruction, and genre writing.	\$0.00
5	G1.B1.S1.A5	Designate a planning session specific to genre writing.	\$0.00
6	G1.B1.S1.A6	Classroom visitations and walkthroughs will be conducted to ensure effective implementation of strategies.	\$0.00
7	G1.B1.S1.A7	Based on observations made during classroom visitations and walkthroughs, professional development will be provided to meet specific needs.	\$0.00
8	G1.B5.S1.A1	Implementation of a positive recognition program for students	\$0.00
9	G1.B5.S1.A2	Monitor behavior of students with chronic behavioral issues	\$0.00
10	G1.B5.S1.A3	Group/Individual Counseling for students identified on Early Warning Systems Report	\$0.00
11	G1.B5.S1.A4	The data of students with chronic behavior issues will be reviewed	\$0.00
Total:			\$0.00