

# Fairlawn Elementary School



# 2017-18 Schoolwide Improvement Plan

## Fairlawn Elementary School

444 SW 60TH AVE, Miami, FL 33144

<http://fairlawn.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)
Elementary School PK-5	Yes	91%
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	A	B	A*	A

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Fairlawn Elementary Community School will accomplish the goals set forth in our vision statement by increasing collaboration amongst our staff through the promotion of professional development and mentoring opportunities. We will strive to provide a world-class education by utilizing various means of communication to build a positive school culture where parents, teachers, and staff work together to ensure the safety and well-being of every student. These partnerships will allow us to meet students' diverse needs through the use of differentiated instruction and targeted intervention across all academic areas in order to empower our students to be productive lifelong learners and responsible global citizens.

##### b. Provide the school's vision statement.

Fairlawn Elementary Community School provides a nurturing environment that challenges our students to achieve excellence by fostering their diverse needs, honoring their cultural backgrounds, imparting core values and preparing them to become active participants in the global learning community.

#### 2. School Environment

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

At Fairlawn, the teachers embrace students' cultures and learn as much as possible about students' personal interests and backgrounds. Positive student relationships are created by encouraging and fostering open communication, as well as by providing emotional and academic support as needed. The teachers use the students' background knowledge to assist them in acquiring new skills and concepts. Teachers ensure that the students' personal interests are connected to the classroom work where possible by engaging the students in journal-writing activities, weekly student-teacher meetings, and class discussions. A link between home and school is also created to enrich all kinds of lessons as well as promote parental involvement. During our annual Career Day, parents are invited to present on their career and share the particulars of their field of work. Teachers are sensitive to the many cultures represented in their classrooms and facilitate opportunities for students to learn about their peers' cultures.

During the month of October, the teachers and students engage in a celebration of Hispanic Heritage. On the daily morning announcements, students share information about notable Hispanic figures that they are learning about in their classrooms. Additionally, during the month of May, the entire school participates in a Multicultural Fair where cultures from across the world are explored and examined. This Fair serves to expose our students to the traditions and customs of various cultures around the world while at the same time promoting awareness and acceptance of different ways of life.

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

At Fairlawn, it is important to maintain a school climate where students feel safe and where bullying and intimidation are not tolerated. The school's focus is to provide a safe learning environment which promotes academic achievement, maintains high standards, fosters positive relationships between staff and students, and encourages parental and community involvement. Safe school planning is an

ongoing, comprehensive process which involves the entire community.

Fairlawn's Discipline Plan is key to fulfilling the commitment to provide and maintain a safe learning environment. The plan provides guidance on inappropriate behaviors, consequences, behavior modification strategies, student responsibilities, as well as specific rules for the hallways and bathrooms. It also includes details such as plan introduction, implementation of consequences and positive reinforcement, and specific directions for teaching the plan to students.

The security cameras that were installed in specific locations throughout the school building maximize the safety of our staff and students. The cameras stream live footage that keep the administrators aware of all the activity occurring within the building and the immediate surrounding areas. The role of the security cameras serves to enhance the safe environment that allows our students to achieve academic excellence.

The playground built next to the Kindergarten wing allows our youngest students to play in a safe environment that is contained within our school campus. This playground allows primary students to play safely within the confines of our school site instead of the playground located in the adjacent city park.

The school welcomes students at 7:30 am. At this time, school security personnel monitor students as they walk into the cafeteria through the school's main hallway. In the cafeteria, staff members such as teachers and administrators, ensure all students are safe while they eat breakfast and await the opening bell.

During dismissal, students are safely accompanied to bus pick-up designated areas, parents are permitted to pick up their child at the classroom door, or students are escorted safely to their parent's vehicle at the front of the school by school security. In addition, Fairlawn is one of the district's last remaining community schools. Community education classes are available from 2:00 p.m. until 9:00 p.m. Offerings for school age students include piano, guitar, percussion, ballet, flamenco, strings, dance fusion, and other classes.

**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.**

Fairlawn Elementary has developed a Discipline Plan as part of its positive behavior support system. The purpose of this plan is to create a safe and productive learning environment that prepares students to become good citizens and to stimulate positive and proactive socially accepted behaviors throughout the school environment. The Discipline Plan details the general school-wide rules that must be followed by all students. Students are taught the rules and expected to abide by the school-wide behavior expectations. This system includes incentive programs that encourage model student behavior. Each classroom replicates the school-wide behavior expectations and establishes rules specific to the classroom setting. Behavioral expectations are directly taught to the students and modeled by the teacher. In an effort to develop this objective, the following programs and initiatives have been incorporated:

- Recognition by "Do the Right Thing Program"
- Recognition by "The Winner's Circle Program"
- Recognition of "Values Matter" Student of the Month
- Recognition at Board Member Town Hall Meetings
- Grading Period Honor Roll assemblies
- Verbal and written praise for good behavior
- Phone calls to parents/guardians to recognize positive behavior
- Citizenship awards
- Grade level incentives



- Grade level extracurricular activities
- Individual and class rewards and treats

**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.**

Fairlawn Elementary has a resident guidance school counselor that provides counseling to all students as needed. Specifically, the counselor routinely meets with the following groups of students:

- Students with counseling on their Individual Education Plan (IEP)
- Students failing a subject as per the progress report
- Students that have been retained
- Students with attendance issues
- Students referred by their teacher or other staff members

The counselor refers students to outside community agencies on an individual need basis, attends meetings with case workers and individual therapists throughout the year as needed, provides monthly classroom presentations, and implements the Bullying Prevention Program. The counselor also oversees the Values Matter Initiative by providing resources and support for all classroom teachers.

### 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.**

Fairlawn Elementary's Early Warning System (EWS) identifies the following students:

- Achieved a Level 1 on the 2016-2017 FSA Reading and/or Mathematics Assessments
- Have attendance below 90%
- Have failed an ELA and/or Math course
- Have one or more suspensions (indoor or outdoor)
- Have failed two or more courses in any subject

The SLT reviews attendance reports, progress reports, grade reports, and state assessment results to target students exhibiting early warning signs.

EWS data is an integral part of the planning process. Fairlawn Elementary strategically allocates resources to develop intervention strategies that will address the various early warning indicators. Current data indicates that there are no students in grades K-5 with attendance below 90% for the 2016-2017 school year. Additionally, 68 students scored a Level 1 on the 2016-2017 statewide assessment. More specifically, 30 students failed a course in ELA or Math.

**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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	5	5	8	4	4	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	6	7	18	16	21	0	0	0	0	0	0	0	68



**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	7	7	3	15	19	0	0	0	0	0	0	0	57

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

All FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10(Grades 1-2) are provided with a daily 30 minute intervention session during the school day. Additionally, a before and after school tutorial program provides additional support for English Language Learners in grades 3-5. The Literacy Leadership Team and the counselor meet with the relevant classroom teachers on a consistent basis to monitor the students' progress. The counselor works closely with the Community Involvement Specialist (CIS) to initiate home visits for students who have three or more unexcused absences or excessive tardies. Additionally, the counselor meets regularly with retained students, students failing any subject, and students referred by their teacher to discuss their individual progress and strategies for increased student achievement.

**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**

Fairlawn Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding programs, their rights under No Child Left Behind and other referral services, as well as increase parental engagement/involvement/awareness through utilization of the Title I School-Parent Compact; scheduling of the Title I Orientation/Annual Meeting; and other documentation/activities necessary in order to comply with dissemination and reporting requirements. Fairlawn implements parental involvement activities throughout the school year that ensure the effective involvement of parents and to support a partnership among our school, parents, and the community to improve student achievement. Activities such as Science Fair Night, Dads Take Your Child to School Day, Awards Assemblies, Career Day, PTA activities, Reading Under the Stars, and others will help nurture and promote this home-school connection.

**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.**

Fairlawn Elementary Community School has established positive partnerships with the local community. Fairlawn facilitates opportunities to maximize the attendance, engagement, and academic achievement of its students. The purpose of sustaining strong partnerships with the local community is to positively influence student outcomes.

Parents are the first and foremost teachers in a child's life. Therefore, we strongly encourage all Fairlawn parents to become members of the Parent Teacher Association (PTA). We do this by informing the parents of the positive impacts the PTA has on student achievement. This membership is highly advertised during Open House. PTA applications are sent home with the students at the beginning of the school year. PTA members assist quarterly meetings to discuss and brainstorm ideas in which the committee can establish home, school, and community partnerships. The local community is invited to participate throughout the year in various PTA sponsored activities such as Opening of Schools Breakfast, Harvest Dance, Winter Dance, Valentine's Day Dance, and many more activities. These activities serve as a venue for Fairlawn's community members to meet and participate in social/ educational school events.

Fairlawn provides parents and community members access to timely and accurate information about school functions, decisions, and educational opportunities. Resources such as ConnectED, social media, and flyers with upcoming events are used to inform all stakeholders. The school provides written communication to the parents in both English and Spanish in order to inform our diverse community. Fairlawn has utilized community partnerships to undergo a beautification process of the school. The center hallways, garden areas, library, and parking lots have benefited from this effort and thus the appearance of the school has been greatly enhanced. The addition of an outdoor classroom this year will serve to further support the innovative and effective instruction that will continue to spur student achievement. Additionally, an aquaponics gardening system was donated by one of our community partners in order to encourage the development of STEAM in our students' daily lives and surroundings. At Fairlawn, the Community Involvement Specialist (CIS) provides ongoing parent workshops, events and meetings at different times during the day and evening so that all families can attend throughout the year. In these meetings, topics such as accessing and utilizing the parent portal, bullying, school attendance, supplemental technology resources, home learning strategies, and other relevant topics are discussed.

Fairlawn is fortunate to be a community school. The community school offers after school classes for students and adults of all ages. Adults can enroll in citizenship, computer, and other adult education classes. The community school offers after-school care for those families that need assistance in caring for their child after school hours. Students can participate in after school activities such as piano, ballet, percussion, guitar, basketball classes and others.

## 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
Jordan, ReAndra	Principal
Garcia, Claudia	Assistant Principal
Primelles-Silva, Liza	Instructional Coach
Merida-Morales, Cristina	Teacher, K-12
Guzman, Isabel	School Counselor
Murga, Carmen	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.**

The Leadership Team consists of the following members:

Heather D. Tyler, Principal  
Claudia Garcia, Assistant Principal  
Ramses Ancheta, Community School Assistant Principal  
Liza Primelles: Reading Coach  
Cristina Merida Morales: Math/Science Liaison  
Carmen, Murga, ESOL Chairperson  
Isabel Guzman: Guidance Counselor

In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and problem solving:

- Special education personnel: Emily Garcia, Michelle Coll
- School psychologist: Dr. Erena Guemes
- School social worker: Alicia Nuñez-Valdes
- Members of SAC

The School Leadership Team (SLT) is responsible for creating the School Improvement Plan (SIP) and implementing the strategies set forth in the plan. In addition, the SLT develops a process for monitoring the school's progress towards achieving the goals and objectives established in the SIP. This team's primary function is to provide leadership for the school in developing and implementing the School Improvement Plan. In doing this, the School Leadership Team meets monthly to coordinate the activities associated with carrying out the School Improvement Plan, ensure the school's accountability in carrying out its intentions and facilitate the regular involvement of the school community.

Additionally, the SLT meets on a weekly basis to discuss current issues affecting the school, to plan and strategize for the coming week and to address any member concerns. Each member discusses, reviews, and provides information on their particular roles and duties within the school. Team members brainstorm and problem solve to develop effective strategies and solutions to address any infrastructure needs, instructional needs, professional development opportunities, and student needs. The Leadership Team's ultimate goal is to increase student achievement while simultaneously promoting a positive environment of effective instruction and collaborative learning. Furthermore, the Team also focuses its efforts on encouraging opportunities for teacher collaboration and promoting positive working relationships amongst staff and teachers.

**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.**

**Tier 1**

The School 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. The school will know if students have made expected levels of progress towards proficiency

through the use of ongoing progress monitoring (OPM) assessments such as iReady, Reflex Math, and Imagine Learning.

4. When grades, subject areas, classes, or individual students have not shown a positive response, the intervention methods will be adjusted and monitored.
5. When students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively, the Tier 1 students will continue to receive interventions and strategies to ensure academic achievements.
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 monthly 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 whose implementation plan is not meeting minimum criteria will be referred 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 Multi-Tiered Systems Support (MTSS) Tier 1 worksheets completed three times per year. The MTSS 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 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 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 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). 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 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 encourages 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 planning, 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, Part C- Migrant

Title I, Part D

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

Schools are to review the services provided with Title III funds and select from the items listed below for

inclusion in the response. Please select services that are applicable to your school.

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)

The above services will be provided should funds become available for the 2015-2016 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
  - Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
  - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
  - Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
  - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
  - The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

#### Violence Prevention Programs

#### 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

#### Adult Education

#### Career and Technical Education

#### Job Training

#### Other

#### Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I Parent/Family Survey, distributed by schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year Complete Title I

Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Heather D. Tyler	Principal
Annette Davis	Teacher
Patricia Fernandez-Andes	Teacher
Liza Primelles-Silva	Teacher
Patricia Ruiz	Education Support Employee
Julio Ruiz	Parent
Faith Fernandez	Business/Community
Kevin Quesada	Business/Community
Yenisel Arce	Education Support Employee
Lisette Mendoza	Teacher
Nilda Ferrer	Teacher
Vanessa Carrera	Parent
Robert C. Alvarez	Parent
Rosa C. Espinosa	Parent
Armando Mendoza	Parent
Orlando Cardona	Parent
Anelys Rodriguez	Student
Alejandro Gonzalez	Business/Community
Cristina Morales	Teacher
Robert A. Alvarez	Student
Marilyn Reyes-Aguilera	Teacher

### b. Duties

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

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 SAC of Fairlawn Elementary Community School worked cooperatively to evaluate and review last year's School Improvement Plan. The members reviewed the components of the plan extensively while focusing their efforts on improving student achievement and growth.

#### b. Development of this school improvement plan



The SAC of Fairlawn Elementary Community School worked cohesively in the preparation and development of the School Improvement Plan. The principal and elected members of the SAC used consensus management to improve the potential of every student.

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

The SAC of Fairlawn Elementary Community School held a meeting to discuss the school's annual budget and plan. Members provided their input on the individual budget items and plan. Both the budget and the plan were voted on and approved.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

The amounts budgeted last year were as follows:

- Provide attendance incentives, \$500.00
- Before/After School Tutoring, \$12,000.00

**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
Jordan, ReAndra	Principal
Primelles-Silva, Liza	Instructional Coach
Garcia, Claudia	Assistant Principal

**b. Duties**

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the team is implementing literacy and reading proficiency skills within the classroom, conducts assessment of literacy skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation of literacy and reading proficiency skills, and communicates with parents regarding school-based

literacy initiatives.

Instructional Coach, Reading: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children considered to be "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring, facilitates and instructs in the implementation of the Language Arts Florida Standards and provides training/support for all grade levels.

## 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.

Fairlawn Elementary teachers meet with their grade level on a weekly basis to collaboratively plan for instruction. During these grade level meetings, teachers work as a group to plan their instruction for the coming week, discuss effective instructional strategies, and share resources. The Reading Coach holds monthly meetings to inform teachers of new developments in the Reading/Language Arts department. The Math/Science Liaison attends grade level meetings regularly to disseminate the information and resources acquired in regular ICAD (Instructional Coach Academy) meetings. Additionally, Fairlawn will be hosting a CRISS training for its staff this school year. Staff members that attend will be called upon to disseminate the strategies acquired in the training during in-house professional development sessions.

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

Fairlawn Elementary uses the following strategies to recruit, develop and retain highly qualified teachers:

1. Regular meetings of new teachers with Principal
2. Partnering new teachers with veteran staff
3. Soliciting referrals from current employees

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

Fairlawn Elementary implements the MINT mentor training program for first year teachers. This mentoring program rationale consists of pairing up the mentee with a veteran teacher who instructs in the same grade level. This will allow for common planning time in order for both teachers to meet and discuss effective techniques, observations and hands-on practice in the following areas: lesson planning; classroom management; classroom best practices. Teachers who are new to the school or new to the grade level are assigned a buddy teacher to help them become familiarized with the grade level curriculum and instruction.

## 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.**

Fairlawn Elementary adheres to the district provided Pacing Guides for each core subject in each corresponding grade level. The Pacing Guides are aligned to the Florida Standards for Language Arts/Reading(LAFS) and Mathematics (MAFS). The science and social studies curriculum are aligned to the Next Generation Sunshine State Standards (NGSSS) as required by the Florida Department of Education. The Pacing Guides provide detailed information on the instructional focus, objectives addressed (item specifications), and required instructional tools. Additionally, these guides offer a wealth of supplemental materials and informational websites that teachers can use to maximize student engagement and learning. Furthermore, teachers utilize the Item Specifications for the Florida Standards Assessment to address content limits and to ensure complete and thorough instruction of all the standards.

The Leadership Team ensures that teachers are using the Pacing Guides and required instructional materials by conducting classroom observations and walk-throughs, reviewing lesson plans, examining student work folders and attending grade level meetings. The Leadership Team reviews formative quarterly assessment data reports to ensure students are working towards proficiency of the individually addressed standards. The team meets with the individual teachers on a quarterly basis to disaggregate the data and adjust instruction and interventions as needed. At this time, any deficiencies or significant discrepancies are addressed.

## **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.***

All data available is analyzed to determine the diverse needs of the students. Students with FSA ELA Level 1 or 2 scores and students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10(Grades1-2) will receive intervention in addition to the 90 minute reading block on a daily basis.

The Leadership Team and all classroom teachers will participate in Data Analysis Meetings to review the most current data from i-Ready Diagnostics, iReady Growth Monitoring Assessments, WonderWorks Assessments, Wonders Assessments, as well as curriculum assessments. During each Data Analysis Meeting, students will be grouped and/or re-grouped based on their academic needs.

Teachers will use the data to adjust instruction as needed to target any deficiencies. Additionally, students will receive differentiated instruction suited to meet their varied needs as evidenced by the data.

***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:** 2,880

The before and after school tutorial program will provide additional support for English Language Learners in grades 3-5 that are demonstrating non-proficiency in the classroom. Additionally, those students ranked in the lowest 25% on 2017 FSA ELA Assessment will be eligible for the tutorial program. This program will provide instruction in the following core academic subjects: reading and writing.

Participating tutorial teachers will be provided with on-site professional development in research-based strategies and the selected standards-based curriculum. The Reading Coach will be a resource for those teachers that need additional support implementing the curriculum.

### **Strategy Rationale**

English Language Learners make up 56% of Fairlawn Elementary's student population. These students benefit from additional targeted instruction in a small setting.

### **Strategy Purpose(s)**

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

### **Person(s) responsible for monitoring implementation of the strategy**

Jordan, ReAndra, pr1801@dadeschools.net

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

Mr. Ancheta, the Assistant Principal for Community Education, will be responsible for the before and after school tutorial program. The teachers will conduct a pre and post assessment of the students assigned to them. The curriculum for the program will be based on the Language Arts Florida Standards (LAFS). Data from the 2017 FSA ELA Assessment will be used to target the weakest reporting categories. The pre and post-assessment data along with the 2018 FSA ELA Assessment scores will measure the students' progress and indicate the effectiveness of the tutorial program.

## **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.**

The Voluntary Pre-Kindergarten (VPK) program at Fairlawn Elementary Community School provides students with the opportunity to acquire proficiency in language and emergent reading skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the Scholastic Big Day, the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In

addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Classroom experiences and school-wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnerships 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 enrollment of students at the school. The principal will also meet with the directors of neighborhood early childhood centers. Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (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. Fairlawn Elementary employs various strategies to support the smooth transition of outgoing fifth grade students to middle school. The school hosts a Magnet Fair early in the year to provide information and guidance in the magnet application process. Magnet schools from the surrounding areas participate in the Magnet Fair and furnish families with descriptions and explanations of the programs they have to offer. This allows families to make informed decisions regarding their child's academic future. Additionally, students visit the feeder pattern schools to better prepare them for the upcoming transition to middle school. During these visits, they meet the administration, explore classrooms, and tour the grounds. In final preparation for the transition, articulation meetings are held in the latter part of the year to ensure appropriate class and program selection.

## **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 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

G096921

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	
FSA ELA Achievement	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
FSA Mathematics Achievement	
Math Gains	
Math Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

**Targeted Barriers to Achieving the Goal** 3

- There is limited evidence of rigorous instruction throughout grade levels.

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

- Effective teachers, Reading Coach, Mathematics/Science Liaison, paraprofessionals, hourly teacher
- i-Ready, myON Reader, Imagine Learning, computer lab rotation schedule, Promethean Boards, fourth grade student laptops
- Before and after school tutorial program
- Go Math! series, manipulative kits, Gizmos, Reflex Math
- Sciencesaurus, leveled readers, science kits, Gizmos, Discovery Education, Scholastic Study Jams, Smithsonian, PSELL

**Plan to Monitor Progress Toward G1. 8**

The Leadership Team will disaggregate and analyze data to determine progress towards goal.

**Person Responsible**

ReAndra Jordan

**Schedule**

Quarterly, from 10/2/2017 to 6/8/2018

***Evidence of Completion***

i-Ready Diagnostics, Florida Standards Assessment, Statewide Science Assessment, SAT

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
                                         Barrier                      **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


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

 G096921

**G1.B1** There is limited evidence of rigorous instruction throughout grade levels. **2**

 B260726

**G1.B1.S1** Teachers will incorporate Project CRISS strategies in all content areas to effectively increase rigor and target higher order thinking skills. **4**

 S276119

### Strategy Rationale

CRISS strategies are research-based instructional strategies that empower teachers to facilitate high level thinking. Students learn to be metacognitive, independent, strategic learners. The implementation of CRISS supports rigorous 21st Century Standards and helps students achieve enduring understandings and learning goals that will ultimately increase student achievement.

### Action Step 1 **5**

Provide on-site professional development by certified Project CRISS trainers to selected teachers.

#### Person Responsible

Liza Primelles-Silva

#### Schedule

Biweekly, from 10/2/2017 to 10/27/2017

#### Evidence of Completion

Sign-in sheets, agenda, presentation documentation

### Action Step 2 **5**

The LeadershipTeam will develop a schedule of professional development sessions to be conducted during alternate faculty meetings that will focus on selected CRISS strategies.

#### Person Responsible

ReAndra Jordan

#### Schedule

On 11/3/2017

#### Evidence of Completion

CRISS PD Schedule, Leadership Meeting Agenda and Sign-in

### Action Step 3 **5**

Teacher leaders will provide professional development sessions focused on CRISS strategies during alternate faculty meetings.

**Person Responsible**

ReAndra Jordan

**Schedule**

Monthly, from 11/7/2017 to 6/1/2018

***Evidence of Completion***

Sign-in sheet, Presentation documentation

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

The administrators will conduct class room walk-throughs to observe the consistent and varied use of CRISS strategies to enhance instruction.

**Person Responsible**

ReAndra Jordan

**Schedule**

Monthly, from 11/13/2017 to 6/1/2018

***Evidence of Completion***

Classroom observation notes, lesson plans

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

The Leadership Team will attend grade level meetings to solicit teacher feedback as to the effectiveness of the CRISS strategies implementation and highlight teachers who are using the strategies effectively in the classroom during monthly faculty meetings.

**Person Responsible**

ReAndra Jordan







**Schedule**

Monthly, from 11/13/2017 to 6/1/2018

***Evidence of Completion***

Grade Level Meeting minutes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1  A371583	Provide on-site professional development by certified Project CRISS trainers to selected teachers.	Primelles-Silva, Liza	10/2/2017	Sign-in sheets, agenda, presentation documentation	10/27/2017 biweekly
G1.B1.S1.A2  A371584	The Leadership Team will develop a schedule of professional development sessions to be conducted...	Jordan, ReAndra	10/30/2017	CRISS PD Schedule, Leadership Meeting Agenda and Sign-in	11/3/2017 one-time
G1.B1.S1.MA1  M399823	The Leadership Team will attend grade level meetings to solicit teacher feedback as to the...	Jordan, ReAndra	11/13/2017	Grade Level Meeting minutes	6/1/2018 monthly
G1.B1.S1.MA1  M399824	The administrators will conduct classroom walk-throughs to observe the consistent and varied use...	Jordan, ReAndra	11/13/2017	Classroom observation notes, lesson plans	6/1/2018 monthly
G1.B1.S1.A3  A371585	Teacher leaders will provide professional development sessions focused on CRISS strategies during...	Jordan, ReAndra	11/7/2017	Sign-in sheet, Presentation documentation	6/1/2018 monthly
G1.MA1  M399831	The Leadership Team will disaggregate and analyze data to determine progress towards goal.	Jordan, ReAndra	10/2/2017	i-Ready Diagnostics, Florida Standards Assessment, Statewide Science Assessment, SAT	6/8/2018 quarterly

## V. Professional Development Opportunities

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

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

**G1.B1** There is limited evidence of rigorous instruction throughout grade levels.

**G1.B1.S1** Teachers will incorporate Project CRISS strategies in all content areas to effectively increase rigor and target higher order thinking skills.

### PD Opportunity 1

Provide on-site professional development by certified Project CRISS trainers to selected teachers.

#### Facilitator

Liza Primelles

#### Participants

Instructional Staff

#### Schedule

Biweekly, from 10/2/2017 to 10/27/2017

### PD Opportunity 2

Teacher leaders will provide professional development sessions focused on CRISS strategies during alternate faculty meetings.

#### Facilitator

Liza Primelles

#### Participants

Instructional Staff

#### Schedule

Monthly, from 11/7/2017 to 6/1/2018



## 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 on-site professional development by certified Project CRISS trainers to selected teachers.	\$0.00
2	G1.B1.S1.A2	The LeadershipTeam will develop a schedule of professional development sessions to be conducted during alternate faculty meetings that will focus on selected CRISS strategies.	\$0.00
3	G1.B1.S1.A3	Teacher leaders will provide professional development sessions focused on CRISS strategies during alternate faculty meetings.	\$0.00
Total:			\$0.00