

Miami-Dade County Public Schools

Bunche Park Elementary School



2017-18 Schoolwide Improvement Plan

Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

<http://pwbell.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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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 Bunche Park Elementary School

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.

Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous instruction curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually.

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners,

Equity: professional staff development enhances a quality school,

Citizenship: parent and community involvement enables students achievement, and

Integrity: a safe and secure environment is essential.

b. Provide the school's vision statement.

The vision of Bunche Park Elementary is to become a community of learners where students embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly-qualified teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of our society.

2. School Environment

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

The instructional staff, leadership team, support staff and student services team work collaboratively with the school community to learn about the community's cultural needs and build a rapport to establish a relationship. School site representatives participate in Parent Advisory Council and District 1 Citizen Advisory Meetings in order to learn about the concerns of the community and establish relationships. Student support is provided at the school site through RtI Leadership Team, Student Services department, and Title I services such as a Community Involvement Specialist and a Parent Resource Center. Additionally, the instructional staff implements lessons on diverse cultures in order to raise cultural awareness. The school continues to incorporate Values Matter Miami, a district initiative. Values Matter Miami provides students with an opportunity to be exposed to values which will help them develop into successful students, citizens and human beings. Each month one of the nine core values is highlighted.

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

Bunche Park Elementary's top priority is providing and maintaining a safe and orderly learning environment for all students at all times. Students are greeted in the morning by a school staff. Students remain in the school cafeteria (Grades K-2) and on the 2nd floor (Grades 3-5) during the morning. Both areas are supervised by various staff members. Selected SPED staff have been assigned various posts during the morning arrival to ensure that all students with disabilities are properly supervised at all times. During the school day, school security monitors are visible and vigilant, monitoring the school's hallways and surrounding areas. All guests and/or parents are greeted upon entering the building by a security monitor who escorts them to the main office and provides them with a visitors' pass. Visitors are not allowed into a classroom without notifying the office and being escorted by a school staff. Additionally, fire and lockdown drill procedures are

conducted periodically. Teachers are provided with a "Red Emergency" folder that delineates the procedures that are to take place during an emergency and contains a list of all students enrolled in their class. At dismissal, all students are escorted to their dismissal areas and school staff remains with students until they are picked up or are sent to the main office. Furthermore, there are after-school programs available for the students at Bunche Park Elementary free of charge and for a nominal fee.

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.

Bunche Park Elementary follows and enforces the MDCPS-Code of Student Conduct. To ensure that all students are aware of the Code of Student Conduct behavioral expectations and consequences, the school counselor conducted class presentations. Additionally, Bunche Park Elementary has established a school-wide incentive program, in which students earn "Eagle Bucks" from faculty and staff for displaying appropriate behaviors in and outside of the classroom. Students are then afforded the opportunity to purchase items with their earned "Eagle Bucks" at the "Eagle Store" bi-weekly. Furthermore, Bunche Park Elementary continues to implement the Values Matter district initiative which highlights core values that build strong and positive characters. Bunche Park Elementary implemented a school-wide discipline plan as part of our MTSS Action Plan. This school-wide discipline plan focuses on progressive discipline for infractions that may occur. This school year, as part of morning exercises, students sing the school song and recite a student affirmation statement with an effort to continue building positive and strong characters. Functional Assessment of Behaviors and Behavioral Intervention Plans will be developed for students that exhibit continuous behavioral concerns in order to identify antecedents and provide strategies to minimize disruptive student behaviors. Additionally, the majority of classroom teacher implement Class DOJO.

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.

Teachers request assistance from the Student Support Team for students with social-emotional needs. The Student Support team is composed of school site administrators, school counselor, school social worker and other key members of the school's RtI leadership team. At times, the student service department refers students to local community agencies which provide therapeutic services for the students and their families. The school counselor also provides individualized and group sessions to address the social-emotional needs of students. The student service department is responsible for identifying students for such programs. Moreover, the school counselor implements the district's Anti-Bullying curriculum in all the classrooms. The school counselor periodically visits our Pre-K classes and implements the Kindness Curriculum.

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.

Attendance: Students who missed more than 10% of instructional school days during the previous school year.

Performance: Students who failed in either Language Arts and Math during the previous school year.

Performance: Students who scored a Level 1 and 2 on standardized assessment in Reading and Math during the previous school year.

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	3	13	6	11	3	8	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	2	10	6	13	14	12	0	0	0	0	0	0	0	57

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	3	13	8	10	21	19	0	0	0	0	0	0	0	74

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

Bunche Park Elementary strives to address and minimize early warning systems through intervention strategies. The school has implemented an Attendance Review Committee (ARC) which meets monthly to identify and intervene with attendance concerns. The ARC establishes procedures and policies to ensure that the daily attendance average increases. Daily attendance is monitored through an incentive program for those classes earning 100% daily attendance. Classes with 100% attendance are highlighted during the morning announcements. Furthermore, students that accrue 3 or more absences are contacted by a member of the ARC committee to inquire the reason for absences and provide support as needed. Also, students that accrue 5 or more absences are contacted via a school letter or by the Community Involvement Specialist for a parent conference with the ARC.

Students with course failures and/or scored a Level 1 on statewide assessment in reading or math on placed a progress monitoring plan. These students are referred to RtI Leadership Team and are placed on Tier 2. As a Tier 2 student, these students are provided with an additional 30 minutes of Reading/Math intervention instruction, participate in the school's before/after and /or weekend tutorial services and are progress monitored constantly. Additionally, these students' areas of weakness are addressed during differentiated instruction in Reading and/or Math.

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

Bunche Park Elementary believes in involving parents in all aspects of its Title I programs. Parents will be involved through PTA meetings and regularly scheduled EESAC meetings throughout the school year. These meetings will provide parents with the opportunity to become involved in the planning and implementation of the school's Title I program. Additionally, parents will be invited to the school's annual Title I Annual Parent Meeting. At this meeting, parents will learn about the school's involvement with Title I such as MDCPS Parent Academy, Florida Kid Care, 2017 School FSA Data, Becoming a School Volunteer, how the school uses Title I funding, supplemental instruction and resources available and ways to become involved at Bunche Park Elementary School.

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.

Bunche Park Elementary establishes partnerships with local community organizations and business partners in order to provide our students with additional resources. The school has partnered with Love Fellowship Ministries Church of God of Prophecy. During the 2017 summer, Love Fellowship Ministries sponsored a summer camp for 40 Kindergartners through 2nd graders from Bunche Park Elementary. This school year the men and women's group from First Baptist of Bunche Park Elementary held a bookbag and school supply give away for students from Bunche Park Elementary. This group also made generous donations of teacher supplies. Walgreens and Bunche Park Elementary have been partners for a couple of years. Walgreens provides surplus items to use as incentives in our School Eagle Store. Through these partnerships, Bunche Park can assist students in being better prepared for school and build a positive culture within the school building. Bunche Park Elementary has established partnerships with Publix and Target. Through their generosity of donations or grant funding, Bunche Park Elementary has sponsored Thanksgiving Food Drives and presents during the holiday season. In addition, Daniel Oberti Luxury Eyewear partnered with the school to provide free eyeglasses to students in need.

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
Lewis, Jacqueline	Principal
Negrón, Kimberly	Instructional Coach
Griffith, Meisha	Assistant Principal
Sheffield, Ruby	School Counselor
Salhuana, Claudia	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.

Mrs. Yesenia M. Aponte schedules and facilitates all weekly Leadership Team Meetings. Meetings are held on Mondays from 12-2 PM. All leadership discussions and/or conversations are guided by an agenda. At these meetings, items discussed are Instructional Coaches' calendars and logs, coaching cycles, student data/trends, the progress of the lowest 35% subgroup, Topic Assessments, student attendance, observations from Walkthroughs, SIP planning, MTSS problem solving, developing and monitoring short-term school Action Plans. Furthermore, the team discusses curricular concerns,

techniques, and strategies to implement various targeted levels of instruction, remediation and enrichment programs during and after school.

Mrs. Meisha Griffith, co-facilitates all weekly team meetings. In addition, Mrs. Griffith provides updates on science programs, RtI Leadership Meetings and SPED department. Additionally, she provides additional input of instructional programs and classroom delivery based on walkthrough observations.

Mrs. Negron and Mrs. Salhuana, Instructional Coaches in the areas of Reading and Math, guide and monitor instructional planning and delivery as well provide support to instructional staff through the Coaching cycle. The coaches also provide guidance and updates accordingly to their area of support, either reading and/or math.

Mrs. Ruby Sheffield, School Counselor, provides the Leadership Team with insights on students' attendance, students' needs, and the MTSS problem-solving.

All members of the team play a vital role in the effectiveness and success of the School's Leadership Team. As a team, decisions are made based on data trends and student needs.

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

The MTSS Leadership Team is composed of Mrs. Yesenia M. Aponte, School Principal or Ms. Meisha Griffith, Assistant Principal, Mrs. Ruby Sheffield, School Counselor, Mrs. Jo-Ann Levy, School Psychologist, Ms. Susan Cambridge, School Social worker and Mrs. Kimberly Negron, Reading Instructional Coach. This 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 and positive behaviors.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response/trend.
5. Respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by the group or individual student diagnostic and progress monitoring assessment.
7. Monitoring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
8. Gather on-going progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem-solving process after each OPM.

In addition, school administration, either Mrs. Aponte or Mrs. Griffith, schedule and facilitate regular RtI Leadership Team meetings, ensure attendance of all team members, ensure follow up of the action plan and allocate resources. Furthermore, to Tier 1 problem solving, the Leadership Team members will meet periodically, every 6 weeks, to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of

targeted students who need additional instructional and/or behavioral support. Tier 2 problem-solving meetings occur regularly. Once month members of the Rt I team meet 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 (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the Bunche Park'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 by the MTSS. 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 (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS 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

Title I funds will be used to supplement and enhance instruction at Bunche Park Elementary. Title I funds have been allocated to be used toward the purchase of hourly interventionists, supplemental instructional resources/materials, and a Curriculum Involvement Specialist (CIS) position to strengthen our partnership with parents and the community. Bunche Park Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs and opportunities to participate in enriching programs. Curriculum coaches develop, lead and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum; behavior assessment and intervention approach. They identify 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 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.

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. Currently Bunche Park Elementary has no migrant students.

Title III

Title III funds are used to supplement and enhance the program for English Language Learner (ELL) through the implementation of tutorial programs for grades 2-5.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists Bunche Park Elementary with the identification, enrollment, attendance, and transportation of homeless students. The school is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) the School Registrar on the procedures for enrolling homeless students, 2) the school's counselor on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) The CIS is the School's Homeless Liaisons and provides further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides Bunche Park Elementary with a homeless sensitivity, and awareness campaign including a video and curriculum manual. A contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community. Bunche Park Elementary identified a school-based School Homeless Liaison, Ms. Aldridge, CIS, to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

The District Homeless Liaison as well as the CIS at Bunche Park Elementary continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
- A component of the program includes training and technical assistance to teachers, the administrators, and the counselor as needed.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- The Administrators begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff were trained at the opening of schools meeting; Students were trained by the Counselor, and Parents/Volunteers made aware of the policy at Open House. Additionally, 5 curriculum lessons on Bullying and Violence Prevention have been delivered by the Counselor to all students.

Nutrition Programs

- 1) Bunche Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Bunche Park Elementary has established a Wellness Committee which meets quarterly.

Head Start

Head Start program is co-located on the property of Bunche Park Elementary, a Title I school. Joint activities, including professional development and transition processes are shared.

Parental Involvement Program Description

Bunche Park Elementary involves parents in the planning and implementation of the Title I Program and extends 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 (NCLB) and other referral services.

Bunche Park Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents.

Bunche Park Elementary conducts informal parent surveys to determine specific needs of our parents, schedule workshops, and 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yesenia M. Aponte	Principal
Dayna Jatib	Teacher
Adria Watson	Teacher
Doris Smith	Education Support Employee
A. Miyara	Business/Community
Jolene Louis	Parent
Kimberly Negron	Teacher
Cassandra Young	Parent
Michael Johnson	Business/Community
Michael Rivera	Teacher
Myrlene Desir	Teacher
Lori Wylie	Teacher
Lamaria Williams	Student
Lamar Williams	Student
Rivian Jerry	Parent
Gilberte L. Charles	Parent
Carolyn Renfroe	Parent
Clvde Webster	Business/Community
Olga Pozo	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 met on May 17, 2017, to conduct an End of the Year School Improvement Plan Review and Planning. A representative from the Leadership team reported updates and recommendations provided by faculty, The faculty met as content area instructional coaches and teachers during the first week of May, May 1-4, 2017 to conduct a review of the School Improvement Plan and provide recommendations for the upcoming school year. The SAC members agreed with the review and recommendations provided to them by the faculty.

b. Development of this school improvement plan

SAC analyzes recent data, identifies data trends and instructional implications. Additionally, SAC members assist in identifying barriers and developing appropriate strategies. The SAC will monitor the School Improvement Plan throughout the school year.

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

The principal plans for the annual budget with the school needs in mind. The budget addresses concerns with class sizes, the need for hourly teachers and supplemental instructional resources. The budget is shared with SAC members.

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

EESAC funds of \$1749.00 will be allocated to the principal for student achievement incentives including refreshments, certificates and tangible incentives for academic achievement, attendance, and iReady usage, purchase awards for End of the Year Award Ceremonies and supplemental resources as deemed necessary.

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
Lewis, Jacqueline	Principal
Negron, Kimberly	Instructional Coach
Sheffield, Ruby	School Counselor
Griffith, Meisha	Assistant Principal
Levy, Jo-Ann	Psychologist

b. Duties

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

Bunche Park Elementary has 4 major initiatives for this school year:

1. Strengthening Academic Program: This school year priority will be given to strengthening the

Academic Program. Planning and implementing an effective instructional framework in Reading, Math, and Science will ensure solid, rigorous, purposeful and differentiated instruction. In addition, planning with the Framework for Effective Instruction in mind will result in professionals communicating and collaborating with one another on rigorous and creative instructional practices, techniques, and strategies. Strengthening the instructional delivery through the use of technology and standards-based learning will yield to high proficiency rates.

2. Standards-Aligned Grading: Another initiative this school year, is to ensure that teachers are implementing Standards-Aligned grading. Standards-Aligned grading will ensure that grading is meaningful and that all stakeholders involved, teachers and students, are aware of the targeted standard based learning outcomes. Standards-Aligned grading promotes multiple opportunities for a student to demonstrate learning based on meaningful and corrective feedback. Teachers will provide students with more concise, clear and effective feedback. Furthermore, standards-aligned grading will instill a growth mindset, ensure that students are exposed to quality curriculum and assessments and clear communication of the learning targets.

3. School Culture: Strengthen the school's culture through infusing a morning routine with students that promote a sense of pride and educational experience. In addition, offer more opportunities for teachers to assume leadership roles throughout the school year. Provide professional development to the staff on REACH qualities to enhance Teacher Leaders and Collaborative Groups within the school building.

4. Increase Reading Fluency: In order to increase proficiency rates, data reveals that students need to be fluent readers. Reading fluency is highly correlated to reading comprehension skills. Students in second through fifth grade will partake in a daily fluency school-based program as an opening routine for all ELA classes. Students will track their Oral Reading Fluency rates on a weekly basis.

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.

Collaborative planning is the key to a positive school culture and a successful instructional lesson. Therefore, Bunche Park Elementary teachers participate in weekly collaborative planning with the Math and Reading instructional coaches for an hour. During this planning session, teachers and coaches review the district's pacing guide, the item specifications related to the standards being introduced/ developed throughout the week, identify the differentiated instruction lessons/groups and gather resources for an effective instructional delivery. These sessions are agenda driven in order to remain the focus. Science teachers also have the opportunity to collaborate with one another. Combine grade level planning for Science takes place regularly. Additionally, this school year Reading and Math teachers will use OneDrive to create, download, access, update and share resources for their daily lesson plans. This will offer them an opportunity to collaborate with each other.

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

Bunche Park Elementary collaborates and extends internship opportunities to prospective educators attending local colleges and universities in an effort to recruit highly qualified teachers. The school provides job-embedded professional development opportunities such as Lesson Studies and/or Professional Learning Communities. Teachers participate in weekly common planning sessions and data chats. Instructional coaches provide support through the coaching cycles to teachers and MINT mentors and buddies provide additional guidance to support novice teachers. Teachers are encouraged to

pursue advanced degrees and informational flyers from various local universities are shared. Bunche Park Elementary will continue partnerships with local universities and colleges in providing field experiences and professional internships to aspiring educators.

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

Pairings of instructional staff will be done by pairing novice teachers with experienced teachers and teachers new to the school with a grade level/subject specific teacher. These partnerships will provide new teachers to the field and/or school site with opportunities for mentoring teams to meet, observe each other, and model best instructional practices. The mentors will provide structured guidance and regular, ongoing support to the mentees. Mentees and buddies log in their support and work collaboratively with these new teachers throughout the school year.

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.

Bunche Park Elementary ensures that core instructional programs and materials are aligned to Florida's Standards through the use of the district's pacing guides. Additionally, during weekly collaborative planning sessions, the coaches support the teachers with unwrapping the standards of the week and developing an understanding of the item specifications, content limits and item response mechanisms. Instructional materials utilized are those provided through the core instructional program or supplemental resources recommended in the district's pacing guide.

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.

Bunche Park Elementary uses current and relevant data to identify students' areas of needs and proficiency levels. Students are grouped accordingly in fluid differentiated instructional groups for small group instruction. Differentiated instruction takes place in all Reading and Math classrooms. Differentiated instruction provides teachers with an opportunity to reteach a skill/concept that students may be struggling with. Instruction is supplemented with resources that allow teachers to scaffold the concept further and support student learning in order to reach proficiency. The skills addressed in differentiated instruction are monitored for mastery through progress monitoring mini-assessments, OPM (On-going Progress Monitoring). Furthermore, Bunche Park Elementary provides all students with an additional 30 minutes of reading intervention, students are grouped according to their iReady scores and are provided with supplemental instruction to increase their reading skills. Proficient students are offered enrichment opportunities.

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: 2,400

The After-School program will be provided to ELL students to increase their English acquisition skills.

Strategy Rationale

ELL students would benefit from additional instruction in English acquisition skills in order to increase student performance. Students would work in small groups on specific literacy skills, vocabulary development and oral language skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Griffith, Meisha, meishajgriffith@dadeschools.net

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

Bunche Park Elementary will conduct the Focused Reading Intervention Pre-Test to identify their areas of strengths and weaknesses. After-school instruction is aligned to address these deficiencies. At the end of the program, students will participate in Focused Reading Intervention Post-Test to determine learning gains/progress.

Strategy: Weekend Program

Minutes added to school year: 1,200

Saturday school will be offered to all students in grades 3-5 in the areas of reading and math. Saturday school will target students that are not making adequate progress. The purpose of this program is to reteach standards that are heavily tested and challenging for students. Saturday school provides small group instruction.

Strategy Rationale

Saturday school offers selected students with additional small and differentiated instruction in the areas of Reading and Math to ensure an increase in students' academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lewis, Jacqueline, pr0641@dadeschools.net

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

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed.

Strategy: After School Program

Minutes added to school year: 4,800

Bunche Park Elementary will offer an after-school program for those students in the Lowest 35% and Level 2.2 students in the areas of reading and math as per their 2017 FSA ELA and Math data with an emphasis on achieving learning gains for Lowest 35% and proficiency with Levels 2.2.

Strategy Rationale

The after-school program will offer selected students the opportunity to be exposed to further scaffolding and reteaching standards that were identified as areas in need of improvement in the area of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Negron, Kimberly, knegron@dadeschools.net

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

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed.

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 provides supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support for a full-time highly qualified teacher and hourly 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.

Bunche Park Elementary has a school-based Head Start Program and a Voluntary Pre-Kindergarten Classroom. The Voluntary Pre-Kindergarten class is funded by the VPK initiative and Title I funds. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments and site-visits from the Office of Early Childhood. Pre-Kindergarten teachers will use the Phonological and Early Literacy Inventory (PELI) to assess students' progress. Additionally, the Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These classrooms are participating in activities with the general education curriculum, such as breakfast and lunch sessions, and general assemblies. In addition, these Pre-K teachers are invited to attend Kindergarten grade level meetings, in order to discuss and begin vertical planning and participate in the collaboration process from Pre-K to Kindergarten. All kindergarten parents were invited and encouraged to attend Open House on

September 27, 2017.

Pre-K classes participate in the transition process by visiting kindergarten classes. Parents of preschoolers that attend nearby Early Learning Centers are invited. The purpose of these meetings is to expose the new families to the curriculum and expectations of kindergarten and share strategies that they can implement at home during the summer to better prepare the children for kindergarten. Bunche Park Elementary also provides all Pre-K students a "Summer Learning Packet" in a Ziploc bag. These bags include books and a series of pre-requisite skills for kindergarteners that parents can review with their children prior to entering the new school year. Parent communication is a vital element in this program. Both, pre-kindergarten and kindergarten classes have a "Parent Communication Folder" that is sent home and returned daily with notes, flyers and/or essential information. Bunche Park's community involvement specialist is also instrumental in bridging parent communication with the school.

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.

NA

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

NA

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

NA

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.

NA

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers improve instruction in all content areas, then there will be an increase in proficiency levels.

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 teachers improve instruction in all content areas, then there will be an increase in proficiency levels.

1a

G096936

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	75.0
FSA Mathematics Achievement	50.0
Math Gains	70.0
Math Lowest 25% Gains	55.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers tend to work within their comfort zone and lack evidence of planning for instruction effectively for content mastery therefore hindering the instructional delivery which lacks rigor and the integration of technology to enhance instruction and student learning.
- Limited use of appropriate pacing and maximum instructional time for student learning and engaging students in diverse activities in order to maintain students' attention and provide academic support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core: McGraw Hill Reading Wonders/Wonderworks, HMH Florida Go Math!, Go Math (On-line Resources), Scott Foresman Science Grade K-5 and Level Readers Supplemental: iReady - Reading & Math (Online and teacher Toolbox), MyOnReader, Teach Town, Unique Learning, Ready Florida Reading and Math, Gizmos Grade 3-5, Brainpop Interactive, Reflex Program, J&J Bootcamp Books and District Powerpoints, Elementary Science Instructional Resources, Discovery Education (K-5), NBC Learn (K-5), PBS Learning Media, and BBC StudyJams, Everglades Math

Plan to Monitor Progress Toward G1. 8

Increase in proficiency levels in all content areas.

Person Responsible

Jacqueline Lewis

Schedule

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

Evidence of Completion

2018 ELA/Math FSA , 2018 FSAA and 2018 Science FCAT 2.0- NGSS Results.

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 teachers improve instruction in all content areas, then there will be an increase in proficiency levels. 1

G096936

G1.B1 Teachers tend to work within their comfort zone and lack evidence of planning for instruction effectively for content mastery therefore hindering the instructional delivery which lacks rigor and the integration of technology to enhance instruction and student learning. 2

B260779

G1.B1.S1 Participate in Instructional Rounds and develop Action Plans throughout the school year with an emphasis on instructional planning and instructional delivery. 4

S276154

Strategy Rationale

Increase Student Proficiency

Action Step 1 5

Provide professional development on Standards-Aligned Planning, Assessments and Grading, in order to strengthen the Effective Instructional Framework, during Teacher Professional Development Days and collaborative grade level common planning.

Person Responsible

Jacqueline Lewis

Schedule

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

Evidence of Completion

PD Agendas, sign in rosters, handouts, reflections, students' work products, grade books and lesson plans

Action Step 2 5

Conduct weekly collaborative deep planning sessions to ensure that teachers' plans are aligned with standards-based learning and that the content is presented in a sequential manner with appropriate pacing.

Person Responsible

Jacqueline Lewis

Schedule

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

Evidence of Completion

Lesson Plans, Differentiated instruction groups and plans, Collaborative planning sign in sheets

Action Step 3 5

Use Instructional Coaching Cycles and the MINT program as avenues for the professional growth and learning for novice teachers. These support mechanisms will provide additional support to novice teachers with instructional planning and delivery.

Person Responsible

Jacqueline Lewis

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Peer Observation Schedule, Observation Protocol Framework, Teacher-Coach-Mentee-Administration Reflections, Coaching Cycle Logs & Calendars and debriefing notes

Action Step 4 5

Conduct Classroom Instructional Walkthroughs accompanied by feedback/ debriefing sessions throughout the school year with teachers and instructional coaches, as a means of identifying areas of improvement and areas in need of improvement with instructional planning and delivery.

Person Responsible

Jacqueline Lewis

Schedule

Daily, from 9/18/2017 to 6/7/2018

Evidence of Completion

Targeted walkthrough schedule, school-based classroom walkthrough form, lesson plans, student works samples, feedback, reflections and action plans.

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

Ensure that teachers register and participate in the professional development/growth opportunities offered throughout the school year on Standards-Aligned Planning, Assessment, and Grading. Additionally, ensure that teachers attend and actively participate in their weekly collaborative common planning sessions in order to increase student proficiency.

Person Responsible

Jacqueline Lewis

Schedule

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

Evidence of Completion

PD and Common Planning Sign in sheets/logs, lesson plans and students' works samples.

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

Ensure the teachers are planning and delivering lessons that are centered around standards-based learning.

Person Responsible

Jacqueline Lewis

Schedule

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

Evidence of Completion

Targeted walkthrough schedule, school-based classroom walkthrough form, lesson plans grade book, and students' work samples.

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

Teachers will develop lesson plans that demonstrate an understanding of the Standards-Aligned planning. Instructional Planning will be aligned to the Florida Standards and Item Specifications. Teachers will plan instruction for content mastery to include differentiated instruction, high yield strategies and rigor. Instructional delivery will include evidence of knowledge of learners, use of applied data, and technology to differentiated and enhance learning.

Person Responsible

Jacqueline Lewis

Schedule

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

Evidence of Completion

Targeted walkthrough schedule, school-based classroom walkthrough form, lesson plans, students' work samples/interactive journals, and grade book.

G1.B3 Limited use of appropriate pacing and maximum instructional time for student learning and engaging students in diverse activities in order to maintain students' attention and provide academic support. **2**

 B260781

G1.B3.S1 Develop action plans throughout the school year that would focus on increasing student engagement during instructional delivery. **4**

 S276155

Strategy Rationale

There's a correlation between an increase of student engagement and student achievement levels.

Action Step 1 **5**

During collaborative planning sessions, teachers will participate in professional growth opportunities and will plan for Phase 2 and Phase 3 activities to be completed in students' interactive journals.

Person Responsible

Jacqueline Lewis

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Targeted walkthrough schedule, school-based classroom walkthrough form, students' Interactive Journals, Lesson Plans, Collaborative Planning Session Agendas.

Action Step 2 **5**

Teachers will plan and deliver content in multiple formats to address different learning styles.

Person Responsible

Jacqueline Lewis

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, interactive journals, Collaborative Planning logs, Walkthrough logs/ observation forms and students' work samples.

Action Step 3 5

Teachers will use planning cards to infuse questioning strategies that would stimulate independent learning, develop critical thinking skills, and promote interaction among teachers and/or other students.

Person Responsible

Jacqueline Lewis

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Student work samples, Targeted walkthrough schedule, school-based classroom walkthrough form.

Action Step 4 5

Teachers will participate in coaching cycles with an emphasis on appropriate strategies for instructional pacing, maximizing student learning and engaging students in high order learning tasks.

Person Responsible

Jacqueline Lewis

Schedule

Daily, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Student work samples, Targeted walkthrough schedule, school-based classroom walkthrough form.

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

Ensure that teachers participate in professional growth activities through coaching cycles, attending professional development, and/or participating in collaborative planning sessions that present them with effective student engagement strategies.

Person Responsible

Jacqueline Lewis

Schedule

On 6/7/2018

Evidence of Completion

Professional development Sign in Roster and Agenda, lesson plans, students' interactive journals, targeted walkthrough schedule, and school-based classroom walkthrough form.

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

Ensure that students are engaged and actively participating during delivery of instruction and when completing assigned learning tasks by interacting with the teacher and/or other students and working collaboratively with other students.

Person Responsible

Jacqueline Lewis

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Students' Interactive Journals, Students' Work Products, Lesson Plans, Targeted walkthrough schedule, and school-based classroom walkthrough form.

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

Teachers will create lesson plans that reflect student engagement activities that incorporates students' interests, presents content in multiple formats, promotes critical thinking and opportunities for students to self-monitor their learning.

Person Responsible

Jacqueline Lewis

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Collaborative Planning Session agendas,/logs, Students' Interactive Journals, Students' Work Products, Targeted walkthrough schedule, and school-based classroom walkthrough form.

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

Teachers will develop lesson plans using a variety of formats that engage students through questioning, producing authentic work samples and maximizes instructional time for student learning.

Person Responsible

Jacqueline Lewis














Schedule

Weekly, from 10/2/2017 to 6/7/2018




Evidence of Completion

Lesson plans, students' work samples, students' interactive journals, collaborative planning agendas, targeted walkthrough schedule, and school-based classroom walkthrough form.

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.MA1  M399913	Increase in proficiency levels in all content areas.	Lewis, Jacqueline	8/21/2017	2018 ELA/Math FSA , 2018 FSAA and 2018 Science FCAT 2.0- NGSS Results.	6/7/2018 annually
G1.B1.S1.MA1  M399906	Teachers will develop lesson plans that demonstrate an understanding of the Standards-Aligned...	Lewis, Jacqueline	8/21/2017	Targeted walkthrough schedule, school-based classroom walkthrough form, lesson plans, students' work samples/ interactive journals, and grade book.	6/7/2018 weekly
G1.B1.S1.MA1  M399907	Ensure that teachers register and participate in the professional development/growth opportunities...	Lewis, Jacqueline	8/21/2017	PD and Common Planning Sign in sheets/logs, lesson plans and students' works samples.	6/7/2018 weekly
G1.B1.S1.MA2  M399908	Ensure the teachers are planning and delivering lessons that are centered around standards-based...	Lewis, Jacqueline	8/21/2017	Targeted walkthrough schedule, school-based classroom walkthrough form, lesson plans grade book, and students' work samples.	6/7/2018 daily
G1.B1.S1.A1  A371671	Provide professional development on Standards-Aligned Planning, Assessments and Grading, in order...	Lewis, Jacqueline	8/21/2017	PD Agendas, sign in rosters, handouts, reflections, students' work products, grade books and lesson plans	6/7/2018 weekly
G1.B1.S1.A2  A371672	Conduct weekly collaborative deep planning sessions to ensure that teachers' plans are aligned with...	Lewis, Jacqueline	8/21/2017	Lesson Plans, Differentiated instruction groups and plans, Collaborative planning sign in sheets	6/7/2018 weekly
G1.B1.S1.A3  A371673	Use Instructional Coaching Cycles and the MINT program as avenues for the professional growth and...	Lewis, Jacqueline	9/18/2017	Peer Observation Schedule, Observation Protocol Framework, Teacher-Coach-Mentee-Administration Reflections, Coaching Cycle Logs & Calendars and debriefing notes	6/7/2018 biweekly
G1.B1.S1.A4  A371674	Conduct Classroom Instructional Walkthroughs accompanied by feedback/ debriefing sessions...	Lewis, Jacqueline	9/18/2017	Targeted walkthrough schedule, school-based classroom walkthrough form, lesson plans, student works samples, feedback, reflections and action plans.	6/7/2018 daily
G1.B3.S1.MA1  M399909	Teachers will develop lesson plans using a variety of formats that engage students through...	Lewis, Jacqueline	10/2/2017	Lesson plans, students' work samples, students' interactive journals, collaborative planning agendas, targeted walkthrough schedule, and school-based classroom walkthrough form.	6/7/2018 weekly
G1.B3.S1.MA1  M399910	Ensure that teachers participate in professional growth activities through coaching cycles,...	Lewis, Jacqueline	10/2/2017	Professional development Sign in Roster and Agenda, lesson plans, students' interactive journals, targeted walkthrough schedule, and school-based classroom walkthrough form.	6/7/2018 one-time
G1.B3.S1.MA2  M399911	Ensure that students are engaged and actively participating during delivery of instruction and when...	Lewis, Jacqueline	10/2/2017	Students' Interactive Journals, Students' Work Products, Lesson Plans, Targeted walkthrough schedule, and school-based classroom walkthrough form.	6/7/2018 weekly
G1.B3.S1.MA3  M399912	Teachers will create lesson plans that reflect student engagement activities that incorporates...	Lewis, Jacqueline	10/2/2017	Lesson plans, Collaborative Planning Session agendas,/logs, Students' Interactive Journals, Students' Work Products, Targeted walkthrough schedule, and school-based classroom walkthrough form.	6/7/2018 weekly
G1.B3.S1.A1  A371675	During collaborative planning sessions, teachers will participate in professional growth...	Lewis, Jacqueline	9/18/2017	Targeted walkthrough schedule, school-based classroom walkthrough form, students' Interactive Journals, Lesson Plans, Collaborative Planning Session Agendas.	6/7/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2  A371676	Teachers will plan and deliver content in multiple formats to address different learning styles.	Lewis, Jacqueline	9/18/2017	Lesson plans, interactive journals, Collaborative Planning logs, Walkthrough logs/observation forms and students' work samples.	6/7/2018 weekly
G1.B3.S1.A3  A371677	Teachers will use planning cards to infuse questioning strategies that would stimulate independent...	Lewis, Jacqueline	10/2/2017	Lesson plans, Student work samples, Targeted walkthrough schedule, school-based classroom walkthrough form.	6/7/2018 weekly
G1.B3.S1.A4  A371678	Teachers will participate in coaching cycles with an emphasis on appropriate strategies for...	Lewis, Jacqueline	9/18/2017	Lesson plans, Student work samples, Targeted walkthrough schedule, school-based classroom walkthrough form.	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If teachers improve instruction in all content areas, then there will be an increase in proficiency levels.

G1.B1 Teachers tend to work within their comfort zone and lack evidence of planning for instruction effectively for content mastery therefore hindering the instructional delivery which lacks rigor and the integration of technology to enhance instruction and student learning.

G1.B1.S1 Participate in Instructional Rounds and develop Action Plans throughout the school year with an emphasis on instructional planning and instructional delivery.

PD Opportunity 1

Provide professional development on Standards-Aligned Planning, Assessments and Grading, in order to strengthen the Effective Instructional Framework, during Teacher Professional Development Days and collaborative grade level common planning.

Facilitator

Reading and Math Instructional Coaches

Participants

K-5 Teachers

Schedule

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

PD Opportunity 2

Conduct weekly collaborative deep planning sessions to ensure that teachers' plans are aligned with standards-based learning and that the content is presented in a sequential manner with appropriate pacing.

Facilitator

Reading and Math Instructional Coaches

Participants

K-5 Teachers

Schedule

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

PD Opportunity 3

Use Instructional Coaching Cycles and the MINT program as avenues for the professional growth and learning for novice teachers. These support mechanisms will provide additional support to novice teachers with instructional planning and delivery.

Facilitator

Reading and Math Instructional Coaches

Participants

K-5 Teachers

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

G1.B3 Limited use of appropriate pacing and maximum instructional time for student learning and engaging students in diverse activities in order to maintain students' attention and provide academic support.

G1.B3.S1 Develop action plans throughout the school year that would focus on increasing student engagement during instructional delivery.

PD Opportunity 1

During collaborative planning sessions, teachers will participate in professional growth opportunities and will plan for Phase 2 and Phase 3 activities to be completed in students' interactive journals.

Facilitator

Reading and Math Instructional Coaches

Participants

K-5 Teachers

Schedule

Weekly, from 9/18/2017 to 6/7/2018

PD Opportunity 2

Teachers will participate in coaching cycles with an emphasis on appropriate strategies for instructional pacing, maximizing student learning and engaging students in high order learning tasks.

Facilitator

Reading and Math Instructional Coaches

Participants

K-5 Teachers

Schedule

Daily, from 9/18/2017 to 6/7/2018

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 professional development on Standards-Aligned Planning, Assessments and Grading, in order to strengthen the Effective Instructional Framework, during Teacher Professional Development Days and collaborative grade level common planning.				\$0.00
2	G1.B1.S1.A2	Conduct weekly collaborative deep planning sessions to ensure that teachers' plans are aligned with standards-based learning and that the content is presented in a sequential manner with appropriate pacing.				\$0.00
3	G1.B1.S1.A3	Use Instructional Coaching Cycles and the MINT program as avenues for the professional growth and learning for novice teachers. These support mechanisms will provide additional support to novice teachers with instructional planning and delivery.				\$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0641 - Bunche Park Elementary School	Title, I Part A		\$75,000.00
<i>Notes: Reading Instructional Coach Position</i>						
4	G1.B1.S1.A4	Conduct Classroom Instructional Walkthroughs accompanied by feedback/debriefing sessions throughout the school year with teachers and instructional coaches, as a means of identifying areas of improvement and areas in need of improvement with instructional planning and delivery.				\$0.00
5	G1.B3.S1.A1	During collaborative planning sessions, teachers will participate in professional growth opportunities and will plan for Phase 2 and Phase 3 activities to be completed in students' interactive journals.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0641 - Bunche Park Elementary School	Title, I Part A		\$600.00
<i>Notes: Interactive Student Journals for Reading, Math & Science</i>						
6	G1.B3.S1.A2	Teachers will plan and deliver content in multiple formats to address different learning styles.				\$0.00
7	G1.B3.S1.A3	Teachers will use planning cards to infuse questioning strategies that would stimulate independent learning, develop critical thinking skills, and promote interaction among teachers and/or other students.				\$0.00
8	G1.B3.S1.A4	Teachers will participate in coaching cycles with an emphasis on appropriate strategies for instructional pacing, maximizing student learning and engaging students in high order learning tasks.				\$0.00
Total:						\$75,600.00