

Miami-Dade County Public Schools

Campbell Drive K 8 Center



2017-18 Schoolwide Improvement Plan

Campbell Drive K 8 Center

15790 SW 307TH ST, Homestead, FL 33033

<http://campbelldrive.dadeschools.net/>

School Demographics

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

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 Campbell Drive K 8 Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Campbell K-8 Center is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents, and community agencies.

b. Provide the school's vision statement.

Campbell Drive K-8 Center enriches the community through the conveyance of the multi-cultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

2. School Environment

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

All stakeholders at Campbell Drive K-8 Center are encouraged to build relationships through daily activities that help us to know and understand the child as a whole. Teachers are encouraged to communicate with students and parents to not only promote success, but also to help to meet all of their needs both academically and emotionally. Through a student-driven approach to learning, teachers use differentiated instructions focusing on all learning modalities to meet the student's individual needs. Campbell Drive K-8 Center has an open-door policy where parents can be involved in decision making through EESAC, PTA meetings, TITLE I Parent Meetings, Volunteer Programs, En Familia sponsored parent meetings as well as participation in school-wide activities aimed at fostering strong relationships.

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

Campbell Drive K-8 Center strives to create an environment where students feel safe and respected, throughout their instructional experience. Clear behavioral expectations are established from the first day of school and are communicated and documented throughout the school year. By following the MDCPS Student Code of Conduct and the MDCPS Values Matter initiative. Students understand that their school will take appropriate actions to keep all students safe.

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.

Every teacher at Campbell Drive K-8 Center is expected to set clear classroom expectations and utilize a behavior management plan with expectations, corrective strategies, and rewards. These classroom expectations are communicated to all stakeholders and implemented with fidelity. Parents are encouraged to familiarize themselves with the Student Code of Conduct and we require that the students and parents sign and return the Acknowledgement and Receipt form. Assemblies are held to share with all grade levels the clearly identified expectations as documented in the Code of Student Conduct. Classroom lessons, and small group counseling sessions are provided to address individual student needs as it relates to behavior. Values Matter initiative is being

implemented throughout the school year including but not limited to, videos, announcements, student of the month aligned to individual values, and parent meetings.

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.

Social-emotional needs of all students are being met in the following ways:

- character education takes place in all grade levels
- grade level, classroom, and small group, and individualized counseling is provided by Elementary and Middle School counselors
- Community stakeholders have been identified to participate in school wide mentoring programs focusing on at-risk male and female students in the upper academy
- grade level activities provided by the counselors address the needs of the group.
- Teachers volunteer to be mentors to students who are in need of individualized attention. Mentoring takes place during planning and/or lunch time.
- Several schoolwide initiatives implemented to ensure development of a safe and positive learning environment, including but not limited "Start with Hello", No Bullying Initiatives, implementation of district values matters program to encourage positive student behavior.

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.

Students identified as being in the lowest 25th percentile and/or demonstrating two or more early warning indicators are identified in order to provide targeted instruction, intervention and support as needed.

The Attendance Review Committee (ARC) meets bi-weekly to identify students that require counseling or intervention in the area of attendance, parent letters are composed for identified students, and ARC or Truancy meetings are scheduled and held accordingly to develop a plan for attendance intervention.

Meetings are held to address students who are exhibiting behaviors that are not in alignment with expected behaviors as identified in the student handbook or the MDCPS Student Code of Conduct. For students who continue to exhibit behavior that is effecting the instruction, Rtl for Behavior is implemented, a Functional Assessment of Behavior is completed, a Behavior Intervention Plan is composed and implemented, and SST meetings are held accordingly. In addition the students are identified for individual or small group counseling to address their individual needs as it relates to behavior, mentoring programs have been developed with teachers and community stakeholders to provide support and encouragement to student to demonstrate appropriate behaviors.

Students who are performing below grade level in English Language Arts or Mathematics or performing at Level I or II on standardized assessments in English Language Arts or Mathematics are identified and intervention and support provided accordingly. Intervention is provided during the school day through differentiated instruction, pull-out and push-in small group intervention, extended instructional blocks in mathematics, utilization of the intensive acceleration curriculum specifically for identified students in third grade, and intensive reading plus, intensive reading and mathematics courses in the middle grades. Students who are not responding to the provided intervention as identified through ongoing progress monitoring, teacher observation, student performance on school site and district developed assessments, or the iReady diagnostic assessment will receive Tier II or Tier III Intervention in alignment with the Rtl Process. Instructional resources to be utilized include the following: iReady program, WonderWorks intervention, Research based reading materials, GO Math Intervention materials, and other identified research based instructional materials.

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	5	11	5	22	18	24	35	11	2	0	0	0	0	133
Level 1 on statewide assessment	1	4	19	52	26	45	51	50	35	0	0	0	0	283

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	2	7	16	20	27	39	64	60	42	0	0	0	0	277	

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

Implementation of identified strategies to monitor Early Warning Systems to identify at-risk students occur as follows:

- Development of the schoolwide attendance plan by the Attendance Review Committee to address students identified in the EWS document and school site attendance reports
- Develop revised truancy plan with iAttend independent contractor assigned to the school site. Focus specifically on students with historically poor attendance which directly effects student performance, hold parent meetings, parenting workshops, develop individual attendance plans with students with a reward system, schoolwide acknowledgment of students with overall improved attendance.
- provide subject specific intervention with fidelity including but not limited to WonderWorks, IReady Reading , K-12 Comprehensive Reading Plan, Intensive Reading and Intensive Math curriculum as developed at the district level
- Implementation of the road map to progressive discipline, student code of conduct, and school site developed alternative to suspension plan,
- Identification of students demonstrating academic and/or behavioral issues resulting in Rtl plan for Behavior and/or academics
- Identify EWS students and hold individual student, and parent/student data chats using data provided through Power BI, to inform stakeholders of student individual performance, to develop goals for improvement, and strategies to meet the set goals.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/591290>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Communication is maintained with community stakeholders through the EESAC Committee, PTSA, and productive partnerships. These partnerships are maintained through regular school site meetings in collaboration with community volunteers that support mentor programs, needs based donations, sponsored safe space after school programs, and other charitable opportunities.

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
Berkey, Kim	Principal
Ortega, Stephanie	Assistant Principal
Nuhfer, Julie	Instructional Coach
Snyder, Amy	Instructional Coach
Tobiczyk, Valerie	Instructional Coach
Gutierrez, Peter	Assistant Principal

b. Duties

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

The School Leadership team consists of the Thelma Fornell, Principal; Lanee Coleman, Assistant Principal(Intermediate); Peter Gutierrez, Assistant Principal (Primary);Julie Nuhfer-Gonzalez, Reading Coach; Amy Snyder, Science Coach; and Valerie Tobiczyk, Math Coach. The function and responsibilities of the members of the team will be to disaggregate and analyze student performance data to develop and monitor the implementation of programs to address deficient areas and to develop enrichment programs for identified benchmarks. The leadership team will also evaluate student performance data to determine the need for development of individual intervention plans for reading, mathematics, and/or science. The team will inform members of instructional staff of plans developed to improve overall student achievement in core instructional areas, and individual plans developed based on student need. Identified members of the team will participate in SST and/or RtI meetings as needed to inform parents of intervention plans, and to assess students response to intervention to make a determination as to a need for additional student testing in order to develop a plan for success.

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.

Members of the Leadership Team meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Questioning Strategies, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

The Leadership Team will meet weekly to review the effectiveness of the developed strategies, identify the support focus for the week, disaggregate student performance data, make adjustments or revisions as needed to programs, interventions and initiatives to ensure the effective application of school-developed and district-developed programs for improving student achievement.

Title I, Part A

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

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)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in

which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tracy Cameron	Teacher
Julie Nuhfer	Education Support Employee
Olga Castro	Business/Community
Mary Davis	Teacher
Lexi Fabacher	Parent
Lydia Garcia	Parent
Kathy Scott	Teacher
Damian Naranjo	Student
Vanessa Alvarado	Teacher
Amy Snyder	Education Support Employee
Fabiola Munoz	Parent
Ruth Torres	Parent
Margarita Negron	Parent
Rocia Ulloa	Parent
Debbie Lewis	Teacher
Dr. Gactjens Saint-Hilaire	Student
Kristy Garrison	Teacher
Oscar Rizo	Teacher
Jasmin Acs	Student
Justiano Munoz	Student
Digna Torres	Parent
Thelma Fornell	Principal

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

At the close of the 2016-2017 school year, the SAC committee reviewed the available data and existing SIP to establish goals for the 2017-2018 school year. The committee offered feedback on strategies and goals that would contribute to the development of the School Improvement Plan, reviewed the information inputted on the School Improvement Plan Development Plan Worksheet Template and the Professional Development Blueprint.

b. Development of this school improvement plan

The SAC reviews the previous year's SIP to provide recommendations for the upcoming year. The SAC will help to prioritize student and school needs and make recommendations. Members will then discuss and agree upon recommendations for changes and additions provided by SAC members as well as faculty. Members review data and discuss and approve changes/additions throughout the year.

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

During the EESAC Meetings, the committee will review the SIP to identify resources and materials needed to meet objectives and goals noted in the SIP for the 2017-2018 school year. Teachers, through their grade level representative, will make requests for supplies and materials necessary to carry out the SIP goals. The committee will vote to approve such requests and plan accordingly.

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

Programs and/or online registration to computer based intervention and instructional support materials: \$1250

Instructional Materials to Support Middle Grades Electives (Art/Music) - \$2000

Student rewards/incentives \$500

Instructional Support Materials to Support Reading and Mathematics Instruction - \$1200

Additional Resources to Support Physical Education Department - \$750

Additional Books, Materials and Resources for Media Center to obtain Middle Grades appropriate items - \$750

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
Berkey, Kim	Principal
Ortega, Stephanie	Assistant Principal
Nuhfer, Julie	Instructional Coach
Tobiczyk, Valerie	Instructional Coach
Snyder, Amy	Instructional Coach
Gutierrez, Peter	Assistant Principal
San Juan, Jenny	Teacher, K-12
Simmons, Kinsey	Teacher, K-12
Scott, Kathy	Teacher, K-12

b. Duties

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

In order for the LLT to promote literacy within the school, it is imperative that the team has a full understanding of the latest research influencing reading, writing, and communicating as we continue to ensure with fidelity the instruction of the standards as it pertains to Language Arts and Language Arts Reading Instruction. The LLT must have sound knowledge of the Florida Standards in order to be able to share best practices with the staff. The literacy initiatives are not limited to language arts in isolation, but are infused in all subject areas; the focus being on academic writing. The LLT will hold various professional development opportunities to instruct teachers on how to effectively plan for

instruction using the Language Arts Florida Standards, Item Specifications, and District-provided pacing guides.

The major initiatives of the LLT will be the following:

- Collect and analyze assessment data continually to adjust instruction and intervention strategies.
- Target low performing benchmarks and provide intervention strategies to support those students.
- Provide support to staff through professional development based on needs and provide vertical articulation and collaboration opportunities.
- Increase independent reading overall through use of computer-based programs such as iReady and MyON Reader and thereby implementing grade-level and school-wide contests and incentives based on program use.
- Professional development in reading will be recommended as part of IPEGS goal development for teachers and encouraged and supported by administration.
- Use of the Wonder Works and intervention programs by students will be encouraged and supported by administration and team members.
- Focus on vocabulary development via vocabulary and reflection journals, games and technological resources in the content areas of math and science.
- * Focus on improvement of academic and reflective writing in all subject areas through the use of interactive journals.

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.

Positive working relationships between teachers fosters excellence in the classroom. Teachers that are on the same grade level team have common planning time daily to collaboratively plan for instruction. During this time the teachers share best practices, their successes as well as their setbacks. This collaborative conversation allows times for reflection and propels the teacher towards excellence. Professional Learning Communities have been formed to allow for cross-curricular planning and professional development to take place. These PLC's meet monthly to work to enhance learning in all disciplines. The focus this year will be on rigorous instruction through the use of collaborative conversations and enhanced academic writing. Faculty Meetings will include best practices and guidelines for collaborative planning, and team building activities to ensure the development and fostering of positive working relationships.

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

We provide opportunities for common planning and lesson studies, in addition to ongoing professional development. Professional Learning Communities are developed based on teachers requests in order to meet specific professional needs. Instructional coaches will provide continuous support and opportunities for professional development to help all teachers implement the strategies outlined in the School Improvement Plan. Professional Development will occur monthly to further provide teachers the opportunities to ask questions and gain clarifying answers. New teachers receive mentors, and second year teachers receive buddy teacher support. Mr. Gutierrez, the assistant principal for elementary grades oversees the common planning schedules, Ms. Coleman will oversee the mentoring pairs and school-wide professional development.

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

Campbell Drive K-8 Center has instructional staff that are receiving support through the districts MINT program. All identified mentees were assigned a mentor or buddy teacher, by matching personnel with similar subject area certification, teachers who were identified as highly qualified, and those who have registered or already attended the MINT Training. Mentee and Buddy teachers will attend the district provided MINT Professional Developments. Mentor and Mentees plan together weekly to provide support, best practices, and assure alignment to district instructional expectations. Monthly meetings are held with the school site administrators to provide an opportunity for goal setting in alignment with the continuous improvement model, reflection on the effectiveness of delivered instruction, and to engage in collaborative conversations.

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.

Campbell Drive K-8 Center ensures its core instructional programs and materials are aligned to Florida's standards. The District provided pacing guides aligns the Florida Standards to the learning material that the district provides. Middle school uses the following published materials for core instruction: McDougal Littell Literature for Language Arts, Inside Reading Program for Intensive Reading, Mc-Graw Hill Florida Math Course for Mathematics and Pearson Interactive for Science Instruction. Technology focused research

Elementary School students are instructed from the following published materials for core instruction: The Wonders reading series is used to meet the Language Arts Florida Standards and Go Math is used to meet the Mathematics Florida Standards. All of the resources that Campbell Drive K-8 Center uses are updated and aligned with the new Florida Standards.

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.

Campbell Drive K-8 Center uses data to provide and differentiate instruction to meet the diverse needs of students. Instruction is data driven and tailored to meet the needs of individual students. Teachers analyze the data secured from state, district, and school site assessments to determine the strengths and weakness of each student. Teachers then used the data to gear their instruction towards meeting the students academic needs. Remediation as well as enrichment activities are embedded in the instruction in an effort to help the student obtain proficiency on the required assessments and show mastery of the Florida Standards.

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: 1,350

Before School Technology Based Intervention will be implemented to increase student access to iReady, MyON Reader and/or Edgenuity to provide additional intervention and/or enrichment in reading, mathematics, and science.

Strategy Rationale

This strategy will be implemented to help the identified students achieve academic proficiency in state mandated assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ortega, Stephanie, stephanieortega@dadeschools.net

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

Student usage reports and student performance growth will be monitored to manage student contact hours with the program and measurement and analysis of growth as a result of usage of the identified programs.

Strategy: After School Program

Minutes added to school year: 540

School site will establish Professional Learning Communities based on review of the Deliberate Practice Growth Target documents and review of teacher response to the Professional Development Needs Survey. PLCs will develop their own meeting calendar to be approved by the PD Liaison. Some of the topics to be reviewed in the PLC will be to share best practices for instruction in the core instructional areas, effective utilization of the gradual release model, as an instructional tool, data disaggregation to drive instruction, differentiated instruction, professional learning communities will take place and additional topics based on school need will be addressed.

Strategy Rationale

Professional Development through PLCs will be implemented to help keep the teachers of Campbell Drive K-8 informed of the best practices in education as we strive to become masters of the Florida Standards

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nuhfer, Julie, jnuhfer@dadeschools.net

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

Professional development agendas, attendance logs, and survey completed at completion of the professional development will be utilized to monitor participation in the identified program.

Strategy: Extended School Day

Minutes added to school year: 1,350

After School tutoring will be provided to students in third through eighth grade providing instructional support and intervention based on student performance data to improve student achievement on district, state and school site developed assessments in reading, mathematics and writing.

Strategy Rationale

Students who need additional academic support will receive instruction in a small group setting in an effort to help students achieve academic proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ortega, Stephanie, stephanieortega@dadeschools.net

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

Students performance on pre-,post- and OPM assessments will be monitored of students who participate in after school tutoring in the instructional areas of reading, mathematics and writing. Interim performance data will also be disaggregated to determine student response to provided intervention.

Strategy: Extended School Day

Minutes added to school year: 1,350

Science Clubs will be developed with focus on fifth and eighth grade students to provide increased exposure to the scientific process, science writing, test taking strategies, and appropriate responses to higher order thinking questions through projects and exploration opportunities.

Strategy Rationale

Participation in science club will further the students understanding of FCAT 2.0 benchmarks while preparing them for careers of the future.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Snyder, Amy, a.yanes-snyder@dadeschools.net

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

Student attendance logs will be monitored to ensure student participation in the identified program, student completion of developed projects and completion of identified activities will be assessed, student performance on school site developed and interim assessments will be monitored to assess student response to provided enrichment programs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Parents are encouraged to meet with the teachers three times during the school year. At Campbell Drive K-8 Center, all incoming kindergarten students are assessed in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing using Florida Kindergarten Readiness Screener (FLKRS). Additionally, the Kindergarten Readiness Test will be re-administered four times throughout the year to determine student learning gains so that changes to the instructional/intervention programs can be made if applicable. Core Kindergarten academic and

behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

The following initiatives will continue in order to maintain the high levels of success seen in Campbell Drive K-8 Center's Kindergarten program:

- Expand the current kindergarten orientation to build partnership with local early education programs, including the in-school Pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten, as well as receive information relative to the matriculation of students at the school.
- Maintain a working relationship and a culture of exchange and mutual respect between school site Pre-Kindergarten and Kindergarten teachers in order to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
- Provide parental workshops to inform parents on how to prepare their Pre-Kindergarten children for a smooth transition into Kindergarten.

The middle school counselor provides support to 6th grade students transitioning into the upper academy. Introduction to the upper academy workshops are provided to the students. During these sessions, the counselor helps the students with study skills, organizational practices, and addresses peer relations in order to help the students adjust to middle school life.

The middle school counselor provides support to 8th grade students to prepare them for high school. Magnet schools are visited and magnet school staff visits Campbell Drive K-8 Center to provide the students with schools of choice and advanced academic options. High School study skills and organizational practices are infused into the 8th grade curriculum to help ensure high school success. Middle grades students are provided opportunities for enrollment in high school level courses (Algebra I and Physical Science).

Grade level teams meet to vertically align expectations focusing on student performance and effective instructional methods in order to ensure successful transitions to the next grade level.

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.

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

 = 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

G096958

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Minimal support and outdated resources, as it pertains to technology; technological resources are needed to implement research based instructional support programs that enhance teaching and learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Technology Support Team, monthly grade level chair and instructional leader meetings, professional development sponsored at school site, technology assessment/ survey, Daily Attendance documents.

Plan to Monitor Progress Toward G1. 8

Effectiveness of efforts to increase core instruction in all content areas will be monitored through review of student performance data on school site, district and state developed assessments including but not limited to iReady Student Performance data, FSA ELA and Mathematics Performance Data, FCAT Science 2.0 data EOC student performance in Algebra and Civics, baseline and interim student performance data, and any other administered assessments. Monitoring of barriers that directly effect student performance and implementation of activities to reduce these barriers will be assessed through District Developed Dashboard reports, EWS Reports, Daily Attendance Reports, individual student attendance, and Student Case Management Forms.

Person Responsible

Stephanie Ortega

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

EWS Reports, Parent Meeting Logs, ARC Meeting Agenda and Sign-In Sheet, EESAC Meeting Minutes, Disaggregation of Student Performance Data, Grade Level Planning Meeting Minutes, Leadership Team Meeting Minutes

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**

 G096958

G1.B1 Minimal support and outdated resources, as it pertains to technology; technological resources are needed to implement research based instructional support programs that enhance teaching and learning.

2

 B260846

G1.B1.S1 Develop a school wide technology plan that will address the quality and quantity of technology available for teacher and student use. Provide professional development on the effective utilization of technology to help drive instruction. **4**

 S276221

Strategy Rationale

Effective implementation and embedding of technology based instructional strategies and tools in instruction will increase student performance on district and state developed assessments, and students ability to respond to higher order and critical thinking questions.

Action Step 1 **5**

Develop professional development to be delivered in a PLC or whole group delivery model to increase teacher knowledge level as it pertains to utilization of best practices for technology implementation for instructional delivery.

Person Responsible

Stephanie Ortega

Schedule

Monthly, from 9/1/2017 to 9/1/2017

Evidence of Completion

Administer pre and post survey assessing teacher knowledge level as aligned to the SAMR instructional delivery model, classroom walkthroughs focusing on the infusion of technology in the instructional block.

Action Step 2 5

Implement monthly data chats with teachers and students focusing on technology usage times and the alignment to student academic performance. Ensure that students that require increased contact hours, or are in the lowest 25th and/or 35th percentile are provided opportunities for increased utilization.

Person Responsible

Kim Berkey

Schedule

Monthly, from 10/1/2017 to 2/1/2018

Evidence of Completion

Establish student technology centers with at least four student stations and one teacher station in all primary classes. Obtain additional laptop carts to facilitate to administration of schoolsite, district, and state administered technology based assessments. Monitor student usage of iReady, Reflex Math and Edgenuity and discuss with teachers and students during scheduled data chats.

Action Step 3 5

Assess the quality and quantity of technology (laptops, tablets, student stations and teacher stations) available at the school site, utilize available funding structures to repair and replace technology as needed.

Person Responsible

Valerie Tobczyk

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

Increased utilization hours for students on district and school site supported reading and mathematics technology based instructional materials, increased access to technology before and after school to support tutoring and enrichment programs.

Action Step 4 5

Develop survey to assess teacher knowledge level on SAMR model for technology integration. Share best practices monthly as observed in formal and informal classroom walkthroughs demonstrate improved knowledge level as pertains to technology integration. Administer SAMR survey three times during the instructional year to determine effectiveness of implementation.

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs focusing on effective implementation of technology beyond the Supplemental phase in the SAMR Model. Review of survey results. Best practices log of technology utilization in the classroom to support instruction.

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

Develop survey to assess teacher knowledge level on the SAMR model for technology integration. Share best practices monthly as observed in formal and informal classroom walkthroughs demonstrate improved knowledge level as pertains to technology integration. Administer SAMR survey three times during the instructional year to determine effectiveness of implementation. Review student usage reports for all technology based programs, and align student usage hours to student academic performance. Monitor and assess technology available at the school site and implement developed plan to replace and repair as needed.

Person Responsible

Stephanie Ortega

Schedule

Quarterly, from 10/1/2017 to 6/1/2018

Evidence of Completion

SAMR Survey Results, Classroom Walkthroughs, Professional Development Logs, Professional Development Agendas, PLC Enrollment, Technology Audit Results

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

Utilizing the Continuous Improvement Model, continue to evaluate implementation and infusion of technology into the instructional block to drive instruction and increase student exposure to higher order thinking questions and concepts. Review student performance data on Power BI to determine regression in reading and mathematics, and to ensure that student contact hour requirements are being met. Complete classroom walkthroughs to assess the implementation of technology at the school site.

Person Responsible

Stephanie Ortega

Schedule

Quarterly, from 10/1/2017 to 6/7/2018

Evidence of Completion

Classroom Walkthroughs, Formal and Informal Teacher Observations, PLC developed resources, Survey results from SAMR model survey

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 M400052	Effectiveness of efforts to increase core instruction in all content areas will be monitored...	Ortega, Stephanie	9/1/2015	EWS Reports, Parent Meeting Logs, ARC Meeting Agenda and Sign-In Sheet, EESAC Meeting Minutes, Disaggregation of Student Performance Data, Grade Level Planning Meeting Minutes, Leadership Team Meeting Minutes	6/8/2016 monthly
G1.B1.S1.A1 A371877	Develop professional development to be delivered in a PLC or whole group delivery model to increase...	Ortega, Stephanie	9/1/2017	Administer pre and post survey assessing teacher knowledge level as aligned to the SAMR instructional delivery model, classroom walkthroughs focusing on the infusion of technology in the instructional block.	9/1/2017 monthly
G1.B1.S1.A2 A371878	Implement monthly data chats with teachers and students focusing on technology usage times and the...	Berkey, Kim	10/1/2017	Establish student technology centers with at least four student stations and one teacher station in all primary classes. Obtain additional laptop carts to facilitate to administration of schoolsite, district, and state administered technology based assessments. Monitor student usage of iReady, Reflex Math and Edgenuity and discuss with teachers and students during scheduled data chats.	2/1/2018 monthly
G1.B1.S1.MA1 M400043	Develop survey to assess teacher knowledge level on the SAMR model for technology integration....	Ortega, Stephanie	10/1/2017	SAMR Survey Results, Classroom Walkthroughs, Professional Development Logs, Professional Development Agendas, PLC Enrollment, Technology Audit Results	6/1/2018 quarterly
G1.B1.S1.A3 A371879	Assess the quality and quantity of technology (laptops, tablets, student stations and teacher...	Tobiczyk, Valerie	10/1/2017	Increased utilization hours for students on district and school site supported reading and mathematics technology based instructional materials, increased access to technology before and after school to support tutoring and enrichment programs.	6/1/2018 monthly
G1.B1.S1.A4 A371880	Develop survey to assess teacher knowledge level on SAMR model for technology integration. Share...	Nuhfer, Julie	9/1/2017	Classroom walkthroughs focusing on effective implementation of technology beyond the Supplemental phase in the SAMR Model. Review of survey results. Best practices log of technology utilization in the classroom to support instruction.	6/1/2018 monthly
G1.B1.S1.MA1 M400042	Utilizing the Continuous Improvement Model, continue to evaluate implementation and infusion of...	Ortega, Stephanie	10/1/2017	Classroom Walkthroughs, Formal and Informal Teacher Observations, PLC developed resources, Survey results from SAMR model survey	6/7/2018 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 Minimal support and outdated resources, as it pertains to technology; technological resources are needed to implement research based instructional support programs that enhance teaching and learning.

G1.B1.S1 Develop a school wide technology plan that will address the quality and quantity of technology available for teacher and student use. Provide professional development on the effective utilization of technology to help drive instruction.

PD Opportunity 1

Develop professional development to be delivered in a PLC or whole group delivery model to increase teacher knowledge level as it pertains to utilization of best practices for technology implementation for instructional delivery.

Facilitator

Julie Nuhfer-Gonzalez, Victoria Gutierrez, Raquel Ortega, Valerie Tobiczky

Participants

Primary and Intermediate Instructional Staff

Schedule

Monthly, from 9/1/2017 to 9/1/2017

PD Opportunity 2

Develop survey to assess teacher knowledge level on SAMR model for technology integration. Share best practices monthly as observed in formal and informal classroom walkthroughs demonstrate improved knowledge level as pertains to technology integration. Administer SAMR survey three times during the instructional year to determine effectiveness of implementation.

Facilitator

Jalal Akhtar, Julie Nuhfer-Gonzalez, Valerie Tobiczky, Lanee COleman

Participants

All Instructional Staff, Coaches, and Support Personnel

Schedule

Monthly, from 9/1/2017 to 6/1/2018

VI. Technical Assistance Items

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

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

G1.B1 Minimal support and outdated resources, as it pertains to technology; technological resources are needed to implement research based instructional support programs that enhance teaching and learning.

G1.B1.S1 Develop a school wide technology plan that will address the quality and quantity of technology available for teacher and student use. Provide professional development on the effective utilization of technology to help drive instruction.

TA Opportunity 1

Implement monthly data chats with teachers and students focusing on technology usage times and the alignment to student academic performance. Ensure that students that require increased contact hours, or are in the lowest 25th and/or 35th percentile are provided opportunities for increased utilization.

Facilitator

Lanee C. Coleman

Participants

Technology Support Team, Administrative Team, Leadership Team, Computer Technician
Assigned to the School

Schedule

Monthly, from 10/1/2017 to 2/1/2018

TA Opportunity 2

Assess the quality and quantity of technology (laptops, tablets, student stations and teacher stations) available at the school site, utilize available funding structures to repair and replace technology as needed.

Facilitator

Peter Gutierrez

Participants

Technology Support Team, Administrative Team, Leadership, Instructional Technology Support
Personnel

Schedule

Monthly, from 10/1/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Develop professional development to be delivered in a PLC or whole group delivery model to increase teacher knowledge level as it pertains to utilization of best practices for technology implementation for instructional delivery.				\$0.00
2	G1.B1.S1.A2	Implement monthly data chats with teachers and students focusing on technology usage times and the alignment to student academic performance. Ensure that students that require increased contact hours, or are in the lowest 25th and/or 35th percentile are provided opportunities for increased utilization.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	341023-SUPPLIES - INFORMATION TECH	0651 - Campbell Drive K 8 Center	Title, I Part A		\$50,000.00
3	G1.B1.S1.A3	Assess the quality and quantity of technology (laptops, tablets, student stations and teacher stations) available at the school site, utilize available funding structures to repair and replace technology as needed.				\$0.00
4	G1.B1.S1.A4	Develop survey to assess teacher knowledge level on SAMR model for technology integration. Share best practices monthly as observed in formal and informal classroom walkthroughs demonstrate improved knowledge level as pertains to technology integration. Administer SAMR survey three times during the instructional year to determine effectiveness of implementation.				\$0.00
Total:						\$50,000.00