

Miami-Dade County Public Schools

Agenoria S Paschal/Olinda Elementary School



2017-18 Schoolwide Improvement Plan

Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE, Miami, FL 33142

<http://olinda.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	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	99%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Agenoria S Paschal/Olinda 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.

Agenoria S. Paschal/Olinda Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs designed to develop family literacy; lifelong learning and cultural sensitivity will enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the Educational Excellence School Advisory Council (EESAC) will ensure that all stakeholders are represented in the planning implementation of the School Improvement Plan (SIP). This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

b. Provide the school's vision statement.

We at Agenoria S. Paschal/Olinda Elementary School believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Agenoria S. Paschal/Olinda Elementary School has created a positive, peaceful and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

2. School Environment

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

The staff is committed to ensuring that every student has access and receives a quality education, demonstrating academic growth and social development at the conclusion of each year. ASP/Olinda teacher's share a common vision of what effective teaching looks like, expectations are clearly defined and lessons are engaging.

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

Agenoria S. Paschal/Olinda Elementary School services general education students and students with exceptionalities, which include gifted students. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent. Students at ASP/Olinda Elementary receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Learning for Life: Anti-bullying and Character Education, Cloud 9 and 5000 Role Models. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at ASP/Olinda Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates

a highly effective and well-functioning classroom environment. Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century. To achieve these objectives, ASP/Olinda teachers aggressively pursue a rigorous curriculum based on the Florida State Standards that incorporate evidentiary-based approaches to solving complex multi-step problems. The teachers at ASP/Olinda are consistently participating in professional development courses which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

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.

All of the teachers follow the Code of Student Conduct and a school-wide discipline plan that is anchored around the Positive Behavior Support (PBS). Teachers have clearly defined classrooms rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. Teachers are trained to ensure that progressive discipline is applied with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, School-wide signs, parent meetings, Connect Ed, and Morning Announcements. Staff training and follow-up classroom management support is provided to all staff throughout the year, as needed. The mission of ASP/Olinda Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate, and global thinkers. It is the role of the school to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes by making appropriate choices. The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens.

The Elementary Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. ASP/Olinda will continue to implement a school-wide incentive program that rewards model student behavior. This program will be spearheaded by our Positive Behavior Support Committee (PBS) comprised of administrators, the counselor, teachers, parents, students, and Community Partners (such as: Learning for Life). ASP/Olinda Elementary School's PBS will incorporate all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Each core value will be highlighted each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values will also be highlighted during all activities conducted throughout the school. Opportunities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Value of the Month. Activities include, but are not limited to Character Education lessons, school wide morning announcements, and awarding certificates to students as we celebrate student's model behaviors. In-school counseling intervention strategies will be developed for students committing Code of Student Conduct offenses, along with; parent conferences, daily progress behavior plans, and scheduling MTSS/Rtl Team Meetings. If necessary, Functional Assessments of Behavior and/or Behavior Interventions Plans will be designed to address the specific needs of a student. The district's anti-bullying program will be followed with fidelity. All students and staff members will participate in COSC training, staff will also participate in professional development opportunities intended to better understand their role as

a teacher/staff member, and the role of the MTSS/RTI Team. All stakeholders will be trained on identifying and reporting bullying. ASP/Olinda Elementary School uses varying early warning indicators based on readily accessible data which help promote student success. Our two most powerful predictors are academic performance and attendance. ASP/Olinda Elementary School systematically collects data on students attendance and academic performance through various assessments. ASP/Olinda uses all available information to look for patterns and identify school climate issues that may contribute to possible issue related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, teacher, parent, and student. Students who are at risk receive individualized counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students K-5 receive an additional hour, five days a week, of Reading Intervention and/or Enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math.

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.

In-school counseling/mediation alternatives for suspension will be addressed by the school's SST Team. The team facilitates a corrective behavior detention program. During the process of progressive discipline, when a student is referred for a detention, due to an infraction of the COSC the committee will provide an enriching academic/behavioral tutoring program intended to encourage responsibility and respect.

Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines. The Tier 1, Tier 2, and Tier 3 documentation will support academic and/or behavioral goals as listed on the SIP plan. This plan will be monitored with fidelity. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

All disciplinary actions used that include but are not limited to: removal of privileges, denial/non participation in school/extracurricular activities, time-out, eating lunch with the teacher, the counselor, or an administrator, will always include parent notification. Should this apply, discussions of model better behavior choices will take place. In extreme cases, denial of participation in field trips occurs, with parental approval. The average attendance for students district-wide is 95.3 percent. In comparison, Agenoria S. Paschal Elementary School's is below that of the district, which is 94.4 percent. Truancy Intervention is addressed by the iAttend Interventionist and the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention.

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.

Agenoria S. Paschal/Olinda Elementary School reviews a variety of Early Warning indicators. The following list includes some, but not all, of the indicators reviewed:

- 1) Retention
- 2) Excessive Absences (Excused & Unexcused)
- 3) Excessive Tardies
- 4) Three (3) or more Disciplinary Referrals
- 5) D or F in a Core Subject
- 6) ELL six semesters or more
- 7) FSA State Assessment (Reading or Math)
- 8) SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test
- 9) Promotion to Grade 4 based on Good Cause

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	2	9	4	7	4	7	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	1	8	7	19	13	21	0	0	0	0	0	0	0	69
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	9	12	12	18	0	0	0	0	0	0	0	62

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

Agenoria S. Paschal/Olinda Elementary School uses varying early warning indicators based on readily accessible data which helps promote student success. Our two most powerful predictors are academic performance and attendance. Agenoria S. Paschal/Olinda Elementary School systematically collects data on students attendance and academic performance through various assessments. Agenoria S. Paschal/Olinda uses all available information to look for patterns and identify school climate issues that may contribute to possible issues related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, teacher, parent, and student. Students with continuous behavioral concerns or have been retained, receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. Differentiated Instruction is provided at all grade levels for both Reading and Math. Truancy Intervention is addressed by the iAttend Interventionist and the Attendance Review Committee to address students with five or more absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 3% of instructional time are flagged for possible early

intervention. Agenoria S. Paschal/Olinda Elementary School consists of Pre-Kindergarten through fifth grade. The student body is composed of approximately 422 students from various racial and ethnic backgrounds. The racial composition of the total population is white 5 (1%), black 339 (80%), and Hispanic 69 (17%). The student population is made up of 26 (6%) ESOL students, 30 (7%) gifted students, and 116 (28%) SPED students. Our school identifies all students who excel in student performance. Agenoria S. Paschal/Olinda offers a Gifted program to all eligible students in grades kindergarten through fifth grade. The school has 380 (90%) of students on free or reduced lunch.

Agenoria S. Paschal/Olinda Elementary School services general education students and students with exceptionalities, to include gifted students and students with disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent. Students at Agenoria S. Paschal/Olinda Elementary receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Learning for Life: Anti-bullying and Character Education, Cloud 9 and 5000 Role Models. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at Agenoria S. Paschal/Olinda Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century. To achieve these objectives, teachers aggressively pursue a rigorous curriculum based on the Florida State Standards that incorporate evidentiary-based approaches to solving complex multi-step problems. Teachers are consistently participating in professional development courses which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies. The average daily attendance for students district-wide is 95.3 percent. In comparison, Agenoria S. Paschal Elementary School's is below that of the District, which is 94.4 percent. In order to increase the attendance rate students are recognized and awarded for perfect attendance with a variety of incentives including; customized pencils, certificates, pins, and special acknowledgement during quarterly and annual awards programs.

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

Parent involvement is a priority at Agenoria S. Paschal/Olinda Elementary. Parents are encouraged to volunteer and become a part of the PTA. Our Family Support Specialist conducts monthly parent workshops as well as school-wide events to involve parents, students and staff.

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

The staff at Agenoria S. Paschal/Olinda Elementary School:

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

The iCare initiative helps ensures that Agenoria S. Paschal/Olinda Elementary School creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Agenoria S. Paschal/Olinda regularly communicates with parents about how they can help their children learn.

Teachers and parents are partners in improving student learning. Every effort is made to ensure parents are active participants in their child’s schooling. Teachers work closely with parents to meet the students’ needs. Teacher’s listen to parents and try to understand parent’s problems and concerns through parent teacher conferences. Parents are encouraged to volunteer their time to support the school (e.g., volunteer in the classroom, attend field trips, participate in school-wide events).

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
savigne, jennifer	Principal
Hallman, Anjanette	Assistant Principal
Knowles, Arisha	Instructional Coach
Mcrae, Katina	Instructional Coach
Chinnery, Tamiya	Teacher, K-12
Mosley, Charrise	Teacher, K-12
Pinto, Ana	Teacher, ESE
Sanabria, Adriana	School Counselor

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-based Leadership Team include:

Jennifer Savigne, Principal, school-wide instructional leader

Dr. Anjanette Hallman, Assistant Principal, school-wide instructional leader

Katina McRae, Mathematics Instructional Coach, provides curriculum and instructional support in mathematics

Arisha Knowles, Reading Instructional Coach, provides curriculum and instructional support in reading

Tamiya Chinnery and Charrise Mosley, are grade level chairpersons who provide support and guidance for specific grade levels

Adriana Sanabria, provides support through student services

Ana Pinto, provides support or guidance with ESE and general education students

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

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

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

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (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.

Tier 1 (Leadership Team)

- School administration schedules and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources.

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

- School reading: Arisha Knowles; Math: Katina Mcrae; and Science: Dr. Anjanette Hallman
- Special education personnel; Ana Pinto
- Student services: Adriana Sanabria

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 or Liaisons 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 Family Engagement Plan (PFEP – 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; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

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

Title I, Part D

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

The District uses supplemental funds for improving basic education as follows:

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling

homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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.

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

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

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.

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- HClOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HClOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS will enhance the health education activities provided by the schools and by the health department. HClOS will assure all students receive health education.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children’s Vision Program

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Savigne	Principal
Katina McRae	Teacher
Miriam Goychochea	Education Support Employee
Vicki Dunnom	Teacher
Charles Dinkins	Business/Community
Asia Uptgrow	Student
Jeanette Royal	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) members engage in the problem-solving process by reviewing current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed. The Educational Excellence School Advisory Council (EESAC) is the sole governing body responsible for the final decision making at the school relative to the School Improvement Plan (SIP). The EESAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The EESAC takes into consideration demographics, school budget, and the results of Statewide assessments when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

The EESAC reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes. The principal shares information regarding the School's Budget with the EESAC. The EESAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

b. Development of this school improvement plan

The school's Educational Excellence School Advisory Committee (EESAC) is the sole body responsible for developing and monitoring the School Improvement Plan (SIP). As part of the EESAC involvement, the school's leadership team and grade level groups will meet in October of 2017 to identify targeted areas in need of improvement and to develop, identify, and/ or modify strategies for the 2017-2018 SIP.

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

The Principal shares information regarding the School's Budget with the EESAC. The EESAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

The EESAC is projected to utilize 100% (\$1942) of allocated school improvement funds to help support the school's goal of increasing student achievement in Kindergarten through 5th grade. Students will be provided incentives/field trips for increasing scores on Topic and Bi-Weekly Assessments.

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
savigne, jennifer	Principal
Hallman, Anjanette	Assistant Principal
Knowles, Arisha	Instructional Coach
Mcrae, Katina	Instructional Coach

b. Duties

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

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level standards.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

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.

Agenoria S. Paschal/Olinda Elementary School strives to ensure collaboration amongst teachers. All teachers

collaborate to promote professional growth.

At ASP/Olinda, teachers are:

- Active partners in school improvement,
 - Committed to the school, and
 - Focused on professional development and growth.
- Teachers share a sense of responsibility for student development, school improvement and professional growth. Teachers are supportive and respectful of one another, personally and professionally. Teachers at ASP/Olinda Elementary School are provided opportunities to participate in high quality professional development opportunities and professional growth.

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

The Administration and Leadership Team are both responsible in the recruitment and retention of highly qualified teachers. The team is responsible for identifying and providing the necessary professional development and instructional tools to facilitate student academic growth and the effective development of the instructional staff.

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

Mentors:

Lisagay Kong-Khan
Darneishia Mcnair
Miguel Mejia
Charrise Mosley

Mentees:

Nemy Aimable
Diane Faison-Jordan
Sarahy Estopinan
Bridgette Gaitor
Paul Perez
Shardae Theodore
Don Wenze

The identified teachers are novice and second year teachers. Ms. Mosley and Mr. Mejia are veteran teachers and MINT trained with a proven record of increasing student achievement. Ms. Mcnair and Ms. Kong-Khan are veteran teachers who will be MINT trained in October 2017. Their participation in the mentoring program will help facilitate a transfer of knowledge that will support the effective development of the identified mentee teachers.

The mentor and mentees are meeting bi-weekly in a professional learning community to discuss evidenced-based instructional strategies and classroom management strategies. The mentor is given release time to view the mentees while instructing. Time is also provided for feedback, coaching, and planning.

Required training to become a mentor:

>To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

>Overview of Mentoring and Induction for New Teachers (MINT)

>Introduction to Instructional Mentoring

>Data Coaching

>Rational for Pairings:

>Mastery of pedagogical and subject matter skills;

>Evidence of strong interpersonal skills;

>Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;

>Evidence of effective teaching and student achievement gains;

>Credibility with colleagues

>Planned Mentoring Activities:

>Match eligible personal with a MINT certified site-based mentor

>Beginning Teacher Orientation

>Provide a certified site-based mentor for 1st and 2nd year teachers.

>New teachers will be provided procedures manuals during the opening of school meeting.

>Provide information regarding MINT Meetings to identified/eligible personnel

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, ASP/Olinda Elementary will implement a comprehensive approach that attends to recruiting, preparing, and

supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. ASP/Olinda Elementary will continue to collaborate with these organizations and highly qualified Instructional Coaches in order to provide support to new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

At Agenoria S. Paschal/Olinda Elementary School classes are challenging and engaging. The instruction is clear, well structured, and encourages students to build and apply knowledge.

- Well defined with clear expectations for student success,
- Interactive and encourages students to build and apply knowledge, students interact with course materials and one another to: build and apply critical reading and writing skills; apply knowledge in their math classes, participate in class discussions that build their critical thinking skills.
- Well-paced, and
- Aligned across all grades.

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.

Agenoria S. Paschal/Olinda Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision to ensure that every student

learns and is successful. The school's MTSS/Rtl Leadership Team collaborates monthly to: Analyze data such as iReady reports, Topic Assessments in math, science and classroom assessments and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. More specifically, the roles and responsibilities are as follows: Principal, Assistant Principal and Counselor: Provides a common vision for the use of data-based decision making to include ACCESS and District Interim Assessments; establish that the school-based team is implementing MTSS/Rtl; conducts assessments of MTSS/Rtl skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school-based MTSS/Rtl plans and activities. They collaborate to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services

personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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: 10,800

The determination was made by analyzing proficiency levels and learning gains in reading. Students in grades K-5 will participate in reading intervention.

Strategy Rationale

Reading intervention will take place five days a week for 60 minutes for a total of 39 weeks.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

savigne, jennifer, jsavigne@dadeschools.net

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

Students who participate in intervention will utilize Saxon and/or Wonderworks and will take assessments to track progress on a weekly/bi-weekly basis.

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.

ASP/Olinda Elementary School's pre-school transition plan includes conducting informational meetings with parents and Head Start student visitations to Kindergarten classrooms. During these visitations, the pre-school students participate in the Kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the ESI-K will be given to each student before entering Kindergarten to assess readiness and any need for remediation. ASP/Olinda Elementary Kindergarten teachers communicate a minimum of two times per year with Head Start Pre-K teachers to provide information regarding curriculum and discuss other areas of importance as it relates to the transitional preparation into Kindergarten. We begin Kindergarten recruitment in April 2018 and invite parents to an orientation meeting in May 2018.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Not Applicable

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

Not Applicable

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

Not Applicable

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Not Applicable

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

Strategic Goals Detail

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

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

G096968

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
Statewide Science Assessment Achievement	
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- Delivery of Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches; Curriculum Support Specialist; Houghton Mifflin Hartcourt Go Math resources; Math Infographics; i-Ready; Reflex Math; Digital Coach; Ready Teacher Toolbox; Backwards Planning document; OneDrive resources; Unwrapping the Standard template; Interactive Boards
- Curriculum Support Specialist; Pacing Guides, FCAT Item Specifications (Science), Year-at-a-Glance, Scope and Sequence, Essential Labs, OneDrive resources, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, J & J Educational Bootcamp; Interactive Boards
- Instructional Coaches; Curriculum Support Specialist; Language Arts Florida Standards (LAFS) Item Specifications; Standards-Based Task Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon; Ready Teacher Toolbox, Reading and Intervention Infographics; Interactive Boards

Plan to Monitor Progress Toward G1. 8

The leadership team will analyze student performance data through data chats and provide immediate feedback on teacher development.

Person Responsible

jennifer savigne

Schedule

Biweekly, from 10/9/2017 to 6/7/2018

Evidence of Completion

G2D Reports, iReady Reports, PowerBi Reports, Google Tracker, Administrative walk-throughs

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G096968

G1.B1 Delivery of Instruction 2

B260868

G1.B1.S1 Instruction needs to be delivered in a sequential manner, following the framework for instruction, scaffolding lessons utilizing the gradual release model and implementing student engagement strategies. 4

S276243

Strategy Rationale

An increase in student learning gains and teacher development.

Action Step 1 5

Provide a clear understanding of instructional strategies to build academic rigor in reading and mathematics

Person Responsible

Arisha Knowles

Schedule

Weekly, from 9/25/2017 to 12/22/2017

Evidence of Completion

Sign-in sheet, agenda, pacing guides, task cards, infographics

Action Step 2 5

Conduct coaching cycles on an as needed basis with a focus on implementing instructional strategies to increase higher order thinking skills in reading and mathematics

Person Responsible

Arisha Knowles

Schedule

Biweekly, from 9/25/2017 to 12/22/2017

Evidence of Completion

various types of questioning strategies, active student in engagement, collaborative conversations, Agenda, sign-in sheets, materials

Action Step 3 5

To assist teachers in implementing instructional strategies to build content knowledge in science

Person Responsible

Anjanette Hallman

Schedule

Weekly, from 9/25/2017 to 12/22/2017

Evidence of Completion

Essential labs and journal entries (from phase 1 to phase 3)

Action Step 4 5

Utilization of the instructional framework for the teacher led center and teacher model during differentiated instruction and intervention.

Person Responsible

Katina Mcrae

Schedule

On 10/27/2017

Evidence of Completion

Agenda, sign-in sheets, materials

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

Monitor the fidelity and pacing of the instructional framework during differentiated instruction and intervention

Person Responsible

Anjanette Hallman

Schedule

Weekly, from 9/25/2017 to 12/22/2017

Evidence of Completion

Administrative Walkthroughs, reading and math CSS, and Reading and Math Instructional Coaches Logs.

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

Administration and Leadership Team will analyze data from various school-based and topic assessments to ensure that students are making academic progress in reading, mathematics and science.

Person Responsible

jennifer savigne








Schedule

Biweekly, from 10/9/2017 to 6/7/2018

Evidence of Completion

G2D Reports, iReady Reports, PowerBi Reports, Google Tracker, Leadership Team Meeting Agendas and Minutes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A4  A371943	Utilization of the instructional framework for the teacher led center and teacher model during...	Mcrae, Katina	10/27/2017	Agenda, sign-in sheets, materials	10/27/2017 one-time
G1.B1.S1.MA1  M400097	Monitor the fidelity and pacing of the instructional framework during differentiated instruction...	Hallman, Anjanette	9/25/2017	Administrative Walkthroughs, reading and math CSS, and Reading and Math Instructional Coaches Logs.	12/22/2017 weekly
G1.B1.S1.A1  A371940	Provide a clear understanding of instructional strategies to build academic rigor in reading and...	Knowles, Arisha	9/25/2017	Sign-in sheet, agenda, pacing guides, task cards, infographics	12/22/2017 weekly
G1.B1.S1.A2  A371941	Conduct coaching cycles on an as needed basis with a focus on implementing instructional strategies...	Knowles, Arisha	9/25/2017	various types of questioning strategies, active student in engagement, collaborative conversations, Agenda, sign-in sheets, materials	12/22/2017 biweekly
G1.B1.S1.A3  A371942	To assist teachers in implementing instructional strategies to build content knowledge in science	Hallman, Anjanette	9/25/2017	Essential labs and journal entries (from phase 1 to phase 3)	12/22/2017 weekly
G1.MA1  M400098	The leadership team will analyze student performance data through data chats and provide immediate...	savigne, jennifer	10/9/2017	G2D Reports, iReady Reports, PowerBi Reports, Google Tracker, Administrative walk-throughs	6/7/2018 biweekly
G1.B1.S1.MA1  M400096	Administration and Leadership Team will analyze data from various school-based and topic...	savigne, jennifer	10/9/2017	G2D Reports, iReady Reports, PowerBi Reports, Google Tracker, Leadership Team Meeting Agendas and Minutes.	6/7/2018 biweekly

V. Professional Development Opportunities

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

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

G1.B1 Delivery of Instruction

G1.B1.S1 Instruction needs to be delivered in a sequential manner, following the framework for instruction, scaffolding lessons utilizing the gradual release model and implementing student engagement strategies.

PD Opportunity 1

Conduct coaching cycles on an as needed basis with a focus on implementing instructional strategies to increase higher order thinking skills in reading and mathematics

Facilitator

Arisha Knowles and Katina Mcrae

Participants

K-5 reading and math teachers

Schedule

Biweekly, from 9/25/2017 to 12/22/2017

PD Opportunity 2

Utilization of the instructional framework for the teacher led center and teacher model during differentiated instruction and intervention.

Facilitator

Katina Mcrae and Arisha Knowles

Participants

K-5 reading and math teachers

Schedule

On 10/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a clear understanding of instructional strategies to build academic rigor in reading and mathematics	\$0.00
2	G1.B1.S1.A2	Conduct coaching cycles on an as needed basis with a focus on implementing instructional strategies to increase higher order thinking skills in reading and mathematics	\$0.00
3	G1.B1.S1.A3	To assist teachers in implementing instructional strategies to build content knowledge in science	\$0.00
4	G1.B1.S1.A4	Utilization of the instructional framework for the teacher led center and teacher model during differentiated instruction and intervention.	\$0.00
Total:			\$0.00