

Miami-Dade County Public Schools

Mandarin Lakes K 8 Academy



2017-18 Schoolwide Improvement Plan

Mandarin Lakes K 8 Academy

12225 SW 280TH ST, Homestead, FL 33032

<http://mandarinlakesacademy.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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 Mandarin Lakes K 8 Academy

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 Mandarin Lakes K-8 Academy is to create a stage for learning that enhances our students' education by creating a safe, optimistic and nurturing environment. Cultural diversity and individual differences are celebrated by respecting our students, parents and teachers. Together, we will maximize each student's potential in order to promote life-long learning and success.

b. Provide the school's vision statement.

To create a safe, nurturing and academically enriched school where all children are treated as our own and excellence is the norm.

2. School Environment

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

The process by which Mandarin Lakes K-8 Academy learns about students' cultures and builds relationships between teachers and students is by consistently providing opportunities for a two-way communication to occur. Prior to the opening of school, teachers and staff were able to view and analyze multiple data points (standardized test scores, attendance, demographic trends, etc.) that encompasses the true image of Mandarin Lakes K-8 Academy K-8 Academy. As a school, we were able to understand where we stood as a community and what direction we needed to take in order to reach our goal. Through ongoing data analysis, teachers are able to meet with students to discuss goals and how to reach those goals. Prior to teachers conducting data chats with students, the leadership team meets with all teachers to discuss trends and reflect on instructional practices to determine if we stay the course or shift instructional practices. We also have leadership team meetings weekly to examine how we can improve our relationship with students and teachers, as well as how to cultivate an environment of positive relationships. For example, students are assigned to mentors to help keep them engaged in the learning process and excited about learning.

Mandarin Lakes K-8 Academy understands the importance of involving parents to help us understand our students' cultures and ways to build strong relationships with our students. Through many avenues, we reach out to parents in order to reach students. For instance, we offer workshops to parents during open house and parent nights to inform them of academic concerns and extra-curricular activities. Wednesday afternoons are open for parent and teachers conferences. Parents are encouraged to complete parent surveys to help us improve our service to students and parents. Another resource utilized to help build relationships with students as well as parents is the Community Involvement Specialist (CIS). Through the CIS, communication and relationships between the school and students are able to be consistent by conducting home visits and making phone calls to identified students in order to help meet their needs and offer support. Information reports, such as: Homeless Reports, EWI Reports, Migrant Reports and Immigrant Reports are also pulled weekly which allows insight to students' current living situation. These reports help to strategically plan for interventions and support students' needs. The systems and structures Mandarin Lakes K-8 Academy have in place provide opportunities to learn more about students' cultures and consistently build relationships between teachers and students.

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

Mandarin Lakes K-8 Academy is committed to providing a safe learning and respected environment for students before, during and after school. At the beginning of the school year, expectations and school rules are shared with all students during grade level student assemblies. During these assemblies, administrators, teachers, staff and the Community Involvement Specialists (CIS) are introduced to the students so that students become familiar and comfortable with all staff members and to know who to go to when they have a concern.

Before school starts, all students are greeted each morning by the principal and staff. As students arrive and move to their designated area, adult supervision is provided throughout the building ensuring the safety of all students. Our ESOL students have the chance to attend before school tutoring in order to provide extra academic support and enrichment activities. Students are also able to view our "Maverick Expectations Wall" which outlines school-wide expectations and core values daily as they move to their designated morning area. After breakfast, staff members are strategically placed throughout the school, so that students are supervised at all times. Once students report to their classrooms, the core values are reviewed as part of the Values Matter District initiative as well as our bully free creed daily during the morning announcements.

During the school day, students are encouraged to model excellent behavior. Counselors provide Nearpod lessons that encompasses the core values. There are counselor referral forms available for students and teachers to complete if there is a need to speak with a counselor. In addition, counselors provide individual and group counseling services to meet the developmental, preventive, and remedial needs of students. Students are also encouraged to exercise "See Something, Say Something" to prevent acts of bullying by leaving written messages in our Anonymous Bully Box located in the student hallway. Our mandatory uniform policy helps make school safer for students and encourage students to focus on their studies rather than what they are wearing.

After school, all school personnel assist in the safe dismissal of students. All students report to a designated area where they are supervised by staff members. After school activities, such as sports, tutoring services, after school care, and FIU All Stars are offered to students in order to expand learning opportunities as well as build ongoing relationships with teachers and staff.

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

The Miami-Dade County Public School 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.

Administration along with members of the Discipline Committee implement the steps outlined in the progressive discipline plan and adheres to the MDCPS Code of Student Conduct. As a result, all of the teachers follow a school-wide progressive discipline plan. Teachers have clearly defined classroom expectations and consequences. They also have behavioral tracking systems to help motivate students to do their best. One strategy that teachers have found effective is Class Dojo, which allows teachers to connect with students and parents in order to build amazing classroom communities. Students and staff foster 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 quarterly assemblies, impromptu

morning assemblies, school-wide signs such as the "Maverick Expectations Wall", parent meetings, Connect-Ed messages, M-DCPS App, school website and morning announcements. Staff training and follow-up classroom management support is provided to all staff throughout the year, as needed.

Mandarin Lakes K-8 Academy will continue to implement a school-wide incentive program that rewards model student behavior. This program will be spearheaded by the Discipline Committee comprised of administrators, counselor, and teachers.

Opportunities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Core Value of the month through the District's Values Matter Campaign. Activities include, but are not limited to Character Education lessons, school-wide morning announcements, awarding certificates to students as we celebrate student's model behavior, and Spot Success recognition awards for both teachers and students.

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.

Mandarin Lakes K-8 Academy utilizes a variety of human resources to ensure the social-emotional needs of all students are being met. The migrant coordinator, onsite emotional behavior disorder clinician, success coach and school counselors play an integral part of supporting our students. The migrant coordinator assists with ensuring migrant students have what they need to be successful. Our onsite emotional behavior disorder clinician supports students dealing with emotional issues. The success coach uses a variety of strategies, intervention programs and resources to promote student success and ensure students work toward graduation. School Counselors provide all students growth in four areas of skill development: academic, personal/social, career/community awareness and health. In each of these areas, standards have been identified with related educational level benchmarks.

Academic Development

In the area of academic development, the student is taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.

- Applying effective study skills
- Developing test taking skills
- Learning effectively
- Setting short-term and long-term goals and objectives
- Developing transitional skills

Personal/Social Development

In the area of personal/social development, the student is encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas. The student will also be directed to develop skills associated with peer and adult relationships leading to positive self concept and self confidence. Components in this area include:

- Developing positive attitudes
- Developing relationship skills
- Gaining responsibility
- Gaining self awareness
- Making effective decisions
- Managing conflicts
- Respecting others
- Understanding the harmful effects of illegal and harmful substances

Career/Community Awareness

In the area of career/community awareness, the student is assisted in understanding the world of work and his/her responsibility to society and the community. Students increase career awareness, career exploration, and the use of personal skills, interests, and abilities in planning for future education and searching for a job. Students explore the needs of their school and local community and learn the importance of volunteering. Components in this area of development include:

- Analyzing skills and interests
- Selecting a career interest
- Planning for the future
- Educational and postsecondary planning
- Understanding community service
- Participating in volunteer and community activities

Health and Wellness

In the area of health and wellness, the student is taught to understand the value of developing habits and behaviors that promote healthy lifestyles. Students increase their awareness of preventive care, the importance of healthy lifestyles, and the benefits of making daily decisions that lead to personal safety and good health. Components in this area of development include:

- Understanding the concepts of health and wellness
- Recognizing the benefits of disease prevention
- Understanding risk factors related to disease
- Reducing health risks
- Maintaining good personal hygiene and habits

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.

Mandarin Lakes K-8 Academy's Early Warning System is one in which students are identified early in the school year, monitored and supported by the school's EWI team on a weekly basis. The EWI Team, which consists of administrators, counselors, social worker, teachers, motivational coach and Community Involvement Specialist meet weekly to monitor the progress of identified students and develop next steps to support the identified students.

The Early Warning Indicators used are focused on the ABCs, namely Attendance, Behavior and Course Work.

Attendance: Mandarin Lakes K-8 Academy's Attendance Review Committee is a part of the EWI Team and during the weekly EWI meetings, students exhibiting poor attendance habits (3 or more within a nine-weeks period) are reviewed. A ConnectEd message is sent daily to students who are absent. However, the CIS makes a personal phone call to the parent of a student who is absent for two days. A letter from the principal is mailed once a student has accumulated three absences. Students with five absences require a parent conference where the parent signs and commits to an Attendance Success Plan. If the absences continue, the student is added to the EWI list where the focus is on attendance and establishing a plan to ensure the student is present and supported daily. Our school's Attendance Coordinator conducts home visits for students exhibiting poor attendance and is actively involved in the SST process. If other indicators are affected, the EWI team reviews and develops a plan inclusive of the other indicators.

Behavior: Mandarin Lakes K-8 Academy has adopted the District's No Suspension Policy. If a child is not in school and provided the right support, then the child is not learning. Based on this philosophy, students exhibiting unacceptable behavior are reprimanded and counseled. Students who are exhibiting repeated unacceptable behavior sit in a conference with their parent and depending on the infraction and the age of the student, the student is assigned to one of the District's Student Success Centers, which serves as an alternative to outdoor suspension program. It is a safe place for a student to reflect and continue to receive educational services outside of Mandarin Lakes K-8 Academy. Students who are assigned to the Student Success Center are automatically added to the EWI list and are monitored and supported through the Weekly EWI Meetings.

Coursework: In monitoring the identified students, the team review the academic grades (year to date). If a student on the EWI List is failing or at risk of failing Mathematics or English Language Arts, a meeting is scheduled with the student and the affected teachers to collaborate and develop a plan of action for the student. If the student is on the EWI List due to his or her FSA Reading and or Mathematics achievement level, the student is provided academic intervention in Reading and Mathematics by his or her teacher or Grant Funded Interventionists. The intervention tracker, a student data monitoring tool is reviewed for affected students during the EWI meeting and a plan of action along with next steps is developed to ensure the student is progressing academically in Reading and Mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	4	9	13	18	11	10	6	8	4	0	0	0	0	83
Level 1 on statewide assessment	2	8	39	36	45	49	63	59	38	0	0	0	0	339

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	9	40	21	50	51	68	69	36	0	0	0	0	347

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

Mandarin Lakes K-8 Academy's Leadership Team continually develops and maintains a problem-solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. Identified students are provided academic interventions by their reading, mathematics teacher, or interventionists, respectively. The team meets once a week to conduct the following activities: Review student/teacher observations findings as well as data from reading, mathematics, writing, and science assessments. The team reviews the data by grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team closely monitors fidelity to the intervention and enrichment programs. Based on the aforementioned, the team identifies professional development and resources needed to aid students in achieving mastery. The leadership and EWI

team collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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/544659>.

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.

Mandarin Lakes K-8 Academy has sub-committees such as a Grant Writing Committee identifying and applying for eligible grants inclusive of small community grants to support our instructional programs. The school involves the local community through several organized meetings to include but not limited to Parent Teacher Student Association (PTSA) meetings and Educational Excellence School Advisory Committee (EESAC) meetings all geared towards supporting our students and strengthening academic programs. The principal attends the South Dade Advisory Community monthly meetings to work with local constituents in order to solidify school to home and community connections. The Kiwanis Club of Homestead support Mandarin Lakes with the Quarterly Bringing Up Grades (BUG) awards. To sustain partnerships with the local community, Mandarin Lakes K-8 Academy hosts an Annual Career Day and Partner Appreciation Breakfast.

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
Williams, Calondria	Principal
St. Aubin, Matthew	Assistant Principal
Porras, Jose	Instructional Coach
Gibson, Anita	Instructional Coach
Kantner, Christi	Teacher, ESE
Casal, Daniel	Other
Perez, Adelaida	School Counselor
Thomas, Chava	Assistant Principal
Khobragade, Renee	Instructional Coach
Burrows, Astra	Instructional Coach

b. Duties

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

The Principal's primary role is to promote the learning and success of all learners through a shared mission and vision. The principal serves as an instructional leader through the provision of a common vision for the use of data-based decision-making while implementing systems that are designed to support instructional goals and offer opportunities to collaboratively improve teaching and learning. The principal forms collaborative structures and establishes processes for faculty to work together to improve instruction and instructional outcomes. Working with the School's Leadership Team, the principal will review and utilize quantitative and qualitative data to inform decisions including those related to professional development and to create Professional Learning Communities. The principal ensures that professional development is ongoing, meaningful and focused towards the goals of Mandarin Lakes K-8 Academy. The principal ensures that support is available and provided to students and staff; and ensures curriculum is aligned with instruction and assessment. The principal stays focused on student achievement goals as the primary work of staff by implementing and monitoring Action Plan Cycles created during the school's Instructional Review process.

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the development of the coaches by guiding their work by identifying teachers who need support through coaching cycles; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

- Teachers will provide information about core instruction, participate in student data collection and take ownership of the data, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

- The Exceptional Education Chairperson, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching, collaboration and consultation with students.

- The Math Coach works with teachers to improve mathematics achievement; manages and control curriculum and instructional materials; manages and facilitate professional development based on needs assessment; monitors program implementation; builds the mathematics program by using its strengths and eliminating barriers to success; assists teachers in planning for and implementing small

group instruction based on formal and informal assessments; maintains and share research based best-practices, builds collaborative teams and networks; provides individual and/or group instructional coaching and mentoring to teachers to improve classroom instructional delivery for students; and gathers, analyzes, and interprets data from topic assessments as well as i-Ready diagnostics in order to inform instruction.

- The Reading Coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student needs 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 considered to be “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instructional delivery for students; participate in the design and delivery of professional development; and provide support for assessment and instruction.

The Science Coach serves as a science specialist to assist in the development and implementation of instructional plans that align to district goals and achievement of the Next Generation Sunshine State Standards in science; works with district support staff to design and provide professional development focused on increasing student success and closing performance gaps; works with teachers and administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps; provides job-embedded professional development for teachers through modeling; provides individual and/or group instructional coaching and mentoring to teachers to improve classroom instructional delivery for students; works with science teachers in planning standards-based lessons and assessments aligned to the science state standards.

- The School Psychologist participates in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, and program evaluation; facilitate data-based decision making activities.

- The Speech Language Pathologist educates the team of teachers in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

- The School Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The School Counselor provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. School Counselors also collaborate with teachers and parents on early identification and intervention of children’s academic and social/emotional needs. School Counselors educate students through classroom visits on anti-bullying and values matters explaining the importance of being a model student, and having a positive impact on others.

- The School Social Worker, will provide interventions; 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. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team uses the Response to Intervention (RtI) Process which is a multi-tier approach to the early identification and support of students with learning and behavior needs.

The Tier 1 Problem Solving process is used to set Tier 1 goals and monitor 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 supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3

Tier 3 support is when students receive intensive interventions and comprehensive evaluation. At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Title I, Part A

Mandarin Lakes K-8 Academy provides services to ensure students requiring additional remediation are assisted through after-school programs, Saturday School, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Saturday Tutoring Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Mandarin Lakes K-8 Academy provides services and support to migrant students and parents. Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e, FSA/ Science FCAT 2.0 Informational Meeting) are provided by the Principal, Assistant Principals, the reading coaches, and the Lead Teacher at the South Dade Agricultural Camp. Teachers provide Saturday tutoring services to migrant students at the camp. 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. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

Title I, Part D

Mandarin Lakes K-8 Academy provides training and substitute release time for Professional Development Liaisons (PDL) to focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title II

Mandarin Lakes K-8 Academy uses supplemental funds provided by the District for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, and/or ESOL

Title III

Mandarin Lakes K-8 Academy will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing before and after school tutorial program and software for the development of English Language Acquisition and literacy skills in reading.

Title X- Homeless

Mandarin Lakes K-8 Academy’s Homeless Liaison provides training for the school registrar on the procedures for McKinney Vento Homeless Assistance Act which ensures homeless children and youth are not stigmatized or separated, segregated or isolated on their status as homeless-and are provided with all entitlements. Mandarin Lakes K-8 Academy will cooperate with the liaison from Community Partnership for the Homeless agency to provide tutoring services and parent informational meetings to the homeless students the school services.

Violence Prevention Programs

Mandarin Lakes K-8 Academy will provide teacher/student and administration/student conflict resolution interventions, character education, and peer mediation to foster positive behavior, improve attendance, and lower student referrals to the student success centers..

Nutrition Programs

- 1) Mandarin Lakes K-8 Academy 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

Mandarin Lakes K-8 Academy will provide Career and Technical Education through the elective course, Microsoft Office Systems, offered to the Upper Academy Students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cadian Collman	Principal
Tomas Sanchez	Teacher
Sue Carvajal	Teacher
Rhea Lee	Business/Community
Anita Gibson	Teacher
Sharon Haxton	Business/Community
Marilyn Drinks	Teacher
Astra Burrows	Teacher
Mellanie Malik	Teacher
Eliciane Noel	Parent
Nicole Reid	Parent
Albert Lewis	Parent
Shameka White	Parent
Maria Castro	Parent
Jason Alexandre	Student
Marco Acevedo	Student
Mike Gault	Business/Community
Shawn Mayweather	Business/Community
Kevin Moore	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan is reviewed monthly during the Educational Excellence Advisory Council (EESAC) meetings. During the first meeting, the committee reviewed the data to determine the effectiveness of the strategies implemented during the 2017-2018 school year. It was determined that the strategies were appropriate as implementation of the strategies resulted in increased student achievement as measured by the improvement in our school's accountability grade.

b. Development of this school improvement plan

The School Improvement Plan is developed through a process before it is presented to EESAC. Key stakeholders meet to review and evaluate last years strategies, data, goal for the 2017-2018 school year. Worked in teams of stakeholders to employ a problem solving approach to identify barriers.

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

This year, the Educational Excellence Advisory Council budget was \$4,972.00. The committee determined and approved that \$2,999.00 would be allocated towards student incentives. Additional proposals will be submitted at subsequent EESAC meetings.

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

The Educational Excellence Advisory Council (EESAC) funds were allocated as follows:

\$120.00 Nearpod Subscription
\$310.65 SECME Club Materials
\$275.00 J&J Bootcamp Materials
\$642.25 Office Supplies
\$625.10 Will carry over for the 2017-2018 school year

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
Williams, Calondria	Principal
Porras, Jose	Instructional Coach
Gibson, Anita	Instructional Coach
Llama, Michelle	Teacher, K-12
Khobragade, Renee	Instructional Coach
Burrows, Astra	Instructional Coach
Thomas, Chava	Assistant Principal
St. Aubin, Matthew	Assistant Principal
Coats, Diann	Teacher, K-12
Boucugnani, Elizabeth	Teacher, K-12
Levin, Vicki	Teacher, K-12
Drinks, Marilyn	Teacher, K-12
Malik, Mellanie	Teacher, K-12
Lherisson, Ronald	Teacher, K-12

b. Duties

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

The initiative of the Literacy Leadership Team is to build capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The team meets monthly throughout the school year. During the Literacy Leadership Team meetings, the team assesses strengths and needs of the literacy effort and direct its implementation through adopting a school-wide literacy strategy to employ during instructional delivery, achieves comprehensive ownership of problem-solving and outcomes, monitors and analyzes student achievement and engages all stakeholders in the change process. The Literacy Leadership Team also incentivizes students who are "Caught Reading" at their leisure in order to instill a love for reading.

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.

Teachers participate in collaborative planning sessions weekly by subject area to work jointly during planning sessions in order to create meaningful and effective lesson plans. Teachers utilize the backward planning design for collaborative planning that includes unwrapping the standard, creating end products that reaches the high complexity level of the standard. The development of higher order thinking questions as well as the essential question, and all components of the Gradual Release of Responsibility Model (GRRM) are key components of the planning session. Teachers also have the opportunity to review the achievement level descriptions of the focus standard in order to for students to engage in learning how to master grade level standards.

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

The administrative team recruits through district's Teach Strong Program and top tier colleges to retain highly qualified teachers by:

1. Continuing to provide year round professional development to enhance the meaningful pedagogical strategies of the teachers.
2. Partnering new teachers with veteran teachers for support and modeling in the classroom.
3. Utilizing the Lesson Study Cycle to support and improve instructional practices.
4. Establishing Professional Learning Communities.

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

Mandarin Lakes K-8 Academy participates in the Mentoring and Induction for New Teachers (MINT) program. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. The principal assigns a site-based mentor to teachers new to the profession and assign a buddy teacher to new teachers with fewer than three years of teaching experience. MINT mentors meet the following criteria:

Have at least three years of successful teaching experience;

- Hold/possess a valid regular teaching certificate;
- Hold certification at the same grade level or in the same subject area as the new teacher. Mentor selection should be based on grade level and subject area vacancies projected for the school during the 2016-2017 school year;
- Have track record of improving student achievement and expertise in accessing data resources ; and
- Use data to analyze instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers are provided with several documents to ensure that instructional programs and materials are aligned to the Florida Standards. These materials include the Item Specifications, Florida Standards Question Task Cards, and District Pacing Guide. Each week, teachers participate in common planning sessions where instructional coaches lead the process of unwrapping the standards. Unwrapping a standard reveals the knowledge and skills that will be required of students and teachers to effectively learn and teach a particular skill. The process makes the learning objectives manageable for teachers and the learning goals clear for students.

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.

The Leadership Team meets on a weekly basis to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan (SIP). During meetings, multiple data points are analyzed to identify strengths and weaknesses in all grade levels by subject area. Math, Science and Civics topic assessments, i-Ready Diagnostics/Growth Monitoring, Bi-weekly McGraw Hill Assessments and Read180/System44 data are disaggregated. Once disaggregated and grasped, individualized data chats are held with identified teachers. The identified teachers are provided support through active coaching cycles. Also, during collaborative planning, all teachers are supported with the utilization of the data to plan for

differentiated instruction to meet the individual needs of the students. In the event, data is not trending in the right direction, push-in support is provided to model for teachers and support students in moving towards proficiency.

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: Before School Program

Minutes added to school year: 5,700

Before/After-school tutoring to our English Language Learners is provided daily in reading and mathematics for remediation. In addition, we are providing Saturday School tutoring to target the top 45% in science and social science, as well as targeting bubble students who appear to score right at the minimum level in reading and mathematics in order to move students to proficiency.

Strategy Rationale

Title III funds were awarded to the school to provide supplemental tutoring to English Language Learner students. The program has been initiated to provide assistance in literacy and mathematics. Tutorials in the content areas are designed to provide remediation in foundational skills lacking in order to become proficient in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Calondria, pr0073@dadeschools.net

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs being offered.

Strategy: After School Program

Minutes added to school year: 11,780

FIU After-School All-Stars provides comprehensive after-school programs that keep children safe and help them succeed in school and life.

Strategy Rationale

FIU After-School All-Stars aims to provide a safe, supportive and familiar environment within a safe community; provide academic enrichment; provide and promote healthy lifestyles through exercise and nutrition; offer opportunities for individual, social, and emotional development; increase communication between school personnel and parents; and encourage family/community/business partnerships in creating a safe school and community.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Calondria, pr0073@dadeschools.net

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

Evaluation of the FIU After-School All-Stars include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school offers parent meetings that allow for dissemination of information both in-house and off campus (South Dade Agricultural Camp and Homeless Assistance Center) regarding beginning Kindergarten, the philosophy of the school, and the programs offered. In order to ensure that appropriate skills are being taught that will prepare students for Kindergarten, quarterly meetings are conducted with staff from preschools in the area for the purpose of articulating readiness expectations. Incoming Kindergarten students are screened in order to assess readiness. Data gleaned from pre-assessment is utilized to create intervention groups. The school also provides opportunities for 8th grade students to participate in a Magnet Fair highlighting various high schools. Students are able to participate in Broncos for a day at Homestead Senior High School. In addition, Mandarin Lakes K-8 Academy offers a high school course, Algebra I, in order to provide students with accelerated and challenging coursework, and to earn high school credit.

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.

Mandarin Lakes K-8 Academy offers Microsoft Office Systems to students in grades 6th - 8th.

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

Mandarin Lakes K-8 Academy also offers Robotics and Microsoft Office System (MSS). Robotics helps students to master the engineering process or design and autonomous programming. Students are to design, create and problem shoot an ideal robot that will compete in an engineer challenge within the maximum capacity designed. Microsoft Office System teaches students elements of app design and will learn to code and design fully functional apps, gaining critical job skills in software development and information technology.

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

1 = 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

G096986

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	37.0
FSA Mathematics Achievement	49.0
Statewide Science Assessment Achievement	44.0
Civics EOC Pass	63.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	48.0
Math Gains	60.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Teacher input is a necessary step to improve school-wide intervention plan.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw Hill WonderWorks for Foundational Skills and Access to Complex Text, Mathematics I-Ready Toolbox

Plan to Monitor Progress Toward G1. 8

Data Analysis and Teacher/Admin- Teacher/Student Data Chats will take place after each i-Ready Diagnostic, Topic Assessments Read180/system44 Diagnostics.

Person Responsible

Calondria Williams

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

i-Ready Diagnostics and Growth Monitoring Reports, Student work samples, Topic Assessments, Read180/System44 Diagnostics

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 increased in all content areas, then student achievement will improve. 1

G096986

G1.B1 Teacher input is a necessary step to improve school-wide intervention plan. 2

B260918

G1.B1.S1 In order to eliminate the identified barrier, an intervention plan will be created collaboratively to ensure accountability and to include clear procedures/expectations, goal setting, professional developments and data tracking. 4

S276293

Strategy Rationale

All stakeholders will have a clear understanding of the importance of implementing interventions effectively and with fidelity.

Action Step 1 5

Collaboratively develop an intervention plan and schedule for content area teachers.

Person Responsible

Chava Thomas

Schedule

On 8/17/2017

Evidence of Completion

Intervention plan and schedule

Action Step 2 5

Provide training for teachers on the implementation of the intervention plan and schedules.

Person Responsible

Chava Thomas

Schedule

On 8/17/2017

Evidence of Completion

Powerpoint of the training, sign-in sheets

Action Step 3 5

Conduct weekly collaborative planning and discuss the implementation of interventions and schedules.

Person Responsible

Renee Khobragade

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Common planning agendas, coaching logs

Action Step 4 5

Conduct active coaching cycles to support the implementation of interventions.

Person Responsible

Renee Khobragade

Schedule

Weekly, from 9/4/2017 to 11/3/2017

Evidence of Completion

Note-Taking/Note-Making, Coaching Logs, Lesson Plans, Student Work Product

Action Step 5 5

Monitor the effectiveness and implementation of interventions.

Person Responsible

Calondria Williams

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Administrative Walk-through documentation

Action Step 6 5

Debrief with Transformational Coaches on the implementation and effectiveness of interventions.

Person Responsible

Calondria Williams

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Administrative Walk-through documentation, intervention lessons, Use of iReady and Topic Assessment Data, Note-Taking/Note-Making documentation

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

Administrators will consistently conduct classroom walk-throughs, and debrief with instructional coaches to determine next steps.

Person Responsible

Calondria Williams

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Administrative Walk-through documentation, debriefing session notes held with teachers and transformational coaches.

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

Administrative team will examine student work folders and analyze data to determine the effectiveness of interventions.

Person Responsible

Calondria Williams










Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Student work folders, student assessment data

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  M400217	Data Analysis and Teacher/Admin-Teacher/Student Data Chats will take place after each i-Ready...	Williams, Calondria	9/1/2016	i-Ready Diagnostics and Growth Monitoring Reports, Student work samples, Topic Assessments, Read180/System44 Diagnostics	6/2/2017 weekly
G1.B1.S1.A1  A372039	Collaboratively develop an intervention plan and schedule for content area teachers.	Thomas, Chava	8/17/2017	Intervention plan and schedule	8/17/2017 one-time
G1.B1.S1.A2  A372040	Provide training for teachers on the implementation of the intervention plan and schedules.	Thomas, Chava	8/17/2017	Powerpoint of the training, sign-in sheets	8/17/2017 one-time
G1.B1.S1.A4  A372042	Conduct active coaching cycles to support the implementation of interventions.	Khobragade, Renee	9/4/2017	Note-Taking/Note-Making, Coaching Logs, Lesson Plans, Student Work Product	11/3/2017 weekly
G1.B1.S1.MA1  M400215	Administrative team will examine student work folders and analyze data to determine the...	Williams, Calondria	8/28/2017	Student work folders, student assessment data	6/1/2018 weekly
G1.B1.S1.MA1  M400216	Administrators will consistently conduct classroom walk-throughs, and debrief with instructional...	Williams, Calondria	8/28/2017	Administrative Walk-through documentation, debriefing session notes held with teachers and transformational coaches.	6/1/2018 daily
G1.B1.S1.A3  A372041	Conduct weekly collaborative planning and discuss the implementation of interventions and...	Khobragade, Renee	8/28/2017	Common planning agendas, coaching logs	6/1/2018 weekly
G1.B1.S1.A5  A372043	Monitor the effectiveness and implementation of interventions.	Williams, Calondria	8/28/2017	Administrative Walk-through documentation	6/1/2018 daily
G1.B1.S1.A6  A372044	Debrief with Transformational Coaches on the implementation and effectiveness of interventions.	Williams, Calondria	8/28/2017	Administrative Walk-through documentation, intervention lessons, Use of iReady and Topic Assessment Data, Note-Taking/Note-Making documentation	6/1/2018 weekly

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 Teacher input is a necessary step to improve school-wide intervention plan.

G1.B1.S1 In order to eliminate the identified barrier, an intervention plan will be created collaboratively to ensure accountability and to include clear procedures/expectations, goal setting, professional developments and data tracking.

PD Opportunity 1

Provide training for teachers on the implementation of the intervention plan and schedules.

Facilitator

Renee Khobragade

Participants

K-5 Reading/ELA Teachers

Schedule

On 8/17/2017

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	Collaboratively develop an intervention plan and schedule for content area teachers.	\$0.00
2	G1.B1.S1.A2	Provide training for teachers on the implementation of the intervention plan and schedules.	\$0.00
3	G1.B1.S1.A3	Conduct weekly collaborative planning and discuss the implementation of interventions and schedules.	\$0.00
4	G1.B1.S1.A4	Conduct active coaching cycles to support the implementation of interventions.	\$0.00
5	G1.B1.S1.A5	Monitor the effectiveness and implementation of interventions.	\$0.00
6	G1.B1.S1.A6	Debrief with Transformational Coaches on the implementation and effectiveness of interventions.	\$0.00
Total:			\$0.00