

Miami-Dade County Public Schools

Carrie P. Meek/Westview K 8 Center



2017-18 Schoolwide Improvement Plan

Carrie P. Meek/Westview K 8 Center

2101 NW 127TH ST, Miami, FL 33167

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

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Combination School PK-8 | Yes | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 100% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Carrie P. Meek/Westview K 8 Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Carrie P. Meek/Westview K-8 Center is to collaborate with parents, teachers, faculty, students, and the community to provide an atmosphere conducive to the facilitation of learning in a safe environment. To focus our resources to equip students with skills and character that will serve as building blocks to become effective leaders and to educate every student with respect; maximizing their strengths and working collaboratively to overcome their challenges. We are committed to moving forward and as Henry Ford stated, "If everyone is moving forward together, then success takes care of itself.

b. Provide the school's vision statement.

The vision of Carrie P. Meek/Westview K-8 Center is to create an environment where all students and parents are valued and respected by every staff member. We envision a school where educational leaders foster a healthy relationship between the school and the home. A place where everyone is working collaboratively to set high standards for our students and to guide them on a path towards success. We seek to provide innovative programs to enhance and strengthen our curriculum and to promote the skills needed by the 21st century learner.

2. School Environment

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

Our school counseling program provide students with the opportunity to learn more about themselves and others, and supports students in the academic, personal/social, career, and community involvement/global citizenship areas. Student services staff foster and enhance the efforts of teachers and administrators in working with students and families in a holistic way to create a positive school climate that is respectful of students' cultures and differences. Students are encouraged and challenged to identify their individual uniqueness and understand multicultural diversity. Additionally, the school provides programming and assemblies that promote cultural awareness, such as celebrating Hispanic Heritage, African American History Month and Haitian Flag Day.

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

Carrie P. Meek Westview K8 Center is committed to providing a safe learning environment for all students. School staff are dedicated to preventing bullying and harassment in school by providing awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated. The Miami-Dade County Public Schools' Bullying & Violence Prevention curriculum is delivered to students in Pre-K through 8th grades. Presenters from community organizations and agencies are invited to conduct presentations for our students on topics such as violence prevention, gang awareness, bullying prevention, and Internet safety. The YMCA offers an enriching after school program for students in kindergarten to 8th grade, and the school provides a variety of clubs and intramural sports offerings after school. Values Matter Miami is a resource that is utilized school wide to empower our students using the 9 core values (citizenship, fairness, cooperation, kindness, responsibility, respect, integrity, honesty and the pursuit of excellence). The objective of the program is to encourage students to make positive and lasting contributions in their community and society.

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.

Students and parents are provided with access to the District's Code of Student Conduct, which provides information on expectations of student behavior and responsibilities. Students are provided with due process through Student Case Management Referral System when they violate the Code of Student Conduct, which includes informing and involving parents when an infraction occurs. Students are provided with a comprehensive articulation, transition and grade level orientation to support student success, and to communicate behavioral expectations. Students are also provided with Student Behavior Contracts, which clearly communicates requirements to participate in school-related activities, and consequences when disciplinary violations occur. Carrie P. Meek K-8 Center also has a school wide positive behavior incentive program called S.T.I.N.G which is used to motivate positive behavior. Students can track their behavior in all of their classes and they can also earn incentives for following the rules and procedures throughout the school. In addition, students are also recognized for positive character traits through the Student of the Month program, and recognition programs are also held for perfect attendance and honor roll. The school staff also nominates deserving students for the City of Miami's Police Department's "Do The Right Thing" program. This program recognizes and rewards Miami youth for their exemplary behavior, accomplishments and good deeds.

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.

School administrators and teachers work closely to ensure that the social and emotional needs of students are being met by helping students develop a healthy self-concept, self-awareness, and a sense of personal responsibility. They also work to equip students with problem solving and decision-making skills to support healthy and responsible choices. The students services department coordinates a mentoring program, which pairs staff members with a student exhibiting identified warning indicators. The mentor provides emotional and academic support, and enables the student to have an adult to talk with about concerns or problems. Student services personnel consults with students, along with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns. Counseling and support are also provided to students and/or their families facing crisis situations. When necessary, appropriate referrals to outside agencies are made. Carrie P. Meek/Westview K-8 Center will use AIDS: GET THE FACTS! This is a 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. The students at Carrie P. Meek/Westview K-8 Center will use the Bruce Heiken Children's Vision Program which 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.

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.

The early warning indicators used by our school are attendance below 90 percent, one or more suspensions in or out of school, course failure in English Language Arts or mathematics, and a Level 1 score on the statewide standardized assessments in English Language Arts or mathematics. Carrie P. Meek Westview K-8 Center's administration, school counselor and social worker monitors the students that are tardy and absent. After 5 unexcused absences the homeroom teacher submits a referral and the social worker contacts the parent. After 10 unexcused absences a letter is sent home and a conference is scheduled. After 15 unexcused absences within a 90 pay period a truancy packet is completed.

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 | 1 | 5 | 7 | 7 | 5 | 7 | 9 | 6 | 12 | 0 | 0 | 0 | 0 | 59 |
| Level 1 on statewide assessment | 1 | 4 | 11 | 22 | 17 | 22 | 45 | 22 | 34 | 0 | 0 | 0 | 0 | 178 |

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 | 1 | 5 | 20 | 11 | 24 | 26 | 57 | 23 | 40 | 0 | 0 | 0 | 0 | 207 |

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

Instructional staff and student services staff members work collaboratively to support student success. Teachers regularly review student data to identify students in need of intervention, and to monitor growth and progress. As part of the Response to Intervention process, teachers utilize the WonderWorks curriculum to provide intervention to students who scored a Level 1 or Level 2 in Math and Reading. In addition, interventions are also provided for students who scored below proficiency on the 2016-2017 I-Ready Diagnostic, and students who scored below the 50 percentile on the 2016-2017 Stanford Achievement Test. Students who do not show improvement as indicated through ongoing progress monitoring are provided with intervention at the Tier 3 level. If academic improvements are not made after Tier 3 interventions, students are referred to the student services team and the counselor coordinates an SST meeting with the parent. All of the students are given access to the iReady Reading and Math developmental software programs to help them build and/or improve reading and math skills. The program provides an initial diagnostic assessment that leverages advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously. Parents are recognized as key partners to help support student success. Parents are also provided with a PIN number to access the Parent Portal where they can view their child's grades throughout the grading period, enabling them to conference with the teacher when the students grades decline or assignments are not submitted to the teacher. Teachers make every effort to reach parents and conference with them regarding academic performance, behavioral issues, missing assignments, and how parents can provide support at home. Teachers also refer students to the guidance counselor when grades decline in case there are emotional issues impacting student performance. The

counselor provides individual counseling, group counseling, and referrals to outside agencies, if applicable.

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

At Carrie P. Meek/Westview K-8 Center, we involve families in our monthly Parent Meetings, PTA and our Parent Family Fun Night that focuses on academics in the Core areas. Throughout the year, parent meetings are linked to the academic achievement of every child.

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.

Carrie P. Meek K-8 Center's staff members work collaboratively with the school PTA to identify potential partners from the community to secure resources to support the school and student achievement. The school takes advantage of the District's existing partnerships through the Dade Partners program, such as Kids and the Power of Work (KAPOW), and Principal Today, as well as staff networking at Chamber of Commerce and other community organization events to establish new partnerships. The school sustains partnerships through maintaining ongoing, open communication with the business and community partners, professional development for teachers on how to maximize partnerships, and through appreciation and recognition activities for our partners.

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 |
|-------------------|---------------------|
| Woods, Marchel | Principal |
| Herring, Wanda | Teacher, ESE |
| Lucas, Marguerite | Teacher, ESE |
| Clermont, Paul | Assistant Principal |
| Peguero, Moises | School Counselor |
| Pryor, Shawn | Instructional Coach |
| Wright, Rosena | Instructional Coach |
| Jones, Redina | Instructional Coach |
| Wilson, Kerian | Instructional Coach |

b. Duties

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

Mrs. Marchel D. Woods, Principal: Mrs. Marchel D. Woods sets the tone for learning and accountability at the school. She provides positive leadership, motivates employees and serves as a role model to both teachers and students. She conveys a vision for the school and brokers buy-in from teachers, students and community members. She guides the development of the yearly school improvement plan, and works with school and community members to implement it. She is responsible for setting high curricular standards and creating an environment of learning to meet state requirements on state standardized tests. Mrs. Marchel D. Woods also interprets budgets and prioritizes fiscal needs based on those budgets. She is familiar with all district, state and federal requirements and ensures that the school is in compliance with the requirements at all times. She creates a positive school environment and maintains an effective discipline plan to create a safe environment for students and staff. She is responsible for hiring quality teachers and staff members and evaluating them in a fair and unbiased manner. She promotes staff development initiatives that are designed to improve student performance.

Mr. Paul M. Clermont, Assistant Principal: The Assistant Principal supports the principal in providing school based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. He is responsible for overseeing academic and administrative tasks that includes the work on curriculum, school-wide discipline, ordering textbooks and supplies, and preparing student schedules. He also coordinates support services such as cafeteria, transportation and custodial services. In addition, he assist the principal in evaluating teachers' work performance.

Mr. Moises Peguero, Counselor: Mr. Peguero guides students with social and career development. He consults with students, teachers and parents to identify developmental needs and designs prevention and/or intervention activities in order to guide students on a healthy path toward adulthood.

The Leadership Team members meet weekly to discuss curricular issues, review data, and make collaborative decisions on programming and activities to meet the academic, emotional and social needs of the 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 principal, Mrs. Marchel D. Woods, creates the school budget and master schedule, upon reviewing and taking into consideration all available resources and needs of the student population. She also solicits support and feedback from the leadership team and instructional staff.

The assistant principal, Mr. Clermont, supports the principal in helping to align all resources to meet the individual needs of each student. He assist in interviewing and evaluating school personnel and assists with ensuring curriculum is implemented with fidelity.

District guidelines and procedures are followed when coordinating and supplementing federal, state and local funds, services and programs.

The Leadership team meets weekly to review data, discuss curricular issues, and re-align resources, if needed, based on current data from the most recent assessments.

The guidance counselor, Mr. Moises Peguero, coordinates all student services activities and ensures students are provided with appropriate counseling and referral services to meet the social and emotional needs of our students.

The MTSS/Rtl Leadership Team will debrief monthly to develop and implement strategies that promote and sustain a high culture of learning and problem solving of the general education initiative. The levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions on three tiers.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The MTSS Leadership Team use 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. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. 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.

9. 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.

- 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 for SST Tier 3 intervention following the SST guidelines.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

MTSS/RtI workshops will be customized to meet the needs of the school. Teachers will be required to take the on-line MTSS/RtI courses provided by the district. The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

In monitoring the students' progress, the MTSS team will utilize the following resources as Data Sources:

Academic

- i-Ready, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- STAR reading assessment
- Oral Reading Fluency Measures
- Florida Standards Assessment (FSA)
- McGraw Hill: Wonders Utilization and Progress Reports
- Pre/Post Writing Assessment
- State/Local Math and Science assessments
- FCAT Science
- Student grades
- Online Collections
- Read 180
- JJ Boot camp (Science)
- Performance Coach

Behavior

- Student Case Management System
- Before/After school Detentions
- Alternative to Suspensions (Success Center)
- Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

Title I, Part A

Title I, Part A, funds school-wide services to Karen M. Siegel Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Carrie P. Meek/Westview K-8 Center through the Title I, Part A funds provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy and/or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided for after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The school based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the School Improvement Process, the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (Challenging Higher Education for Students in our Schools); Florida Kidcare Initiative; 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

Carrie P. Meek/Westview K-8 Center 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, and Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsements programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL). This will also be focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for ELL education materials and district support services to improve the education of immigrant and English Language Learners. Tutorial programs, parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy) and coaching/mentoring for the content area teachers (K-8).

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. The school social worker provides training for the school registrar on the procedures for enrolling homeless students in the McKinney Vento Homeless Assistance Act. Also, the school social worker provides resources (clothing, school supplies, and social services referrals) for students at Carrie P. Meek/Westview K-8 Center whom are identified as homeless under the McKinney-Vento Act. This insures that homeless children and youth are not stigmatized or segregated on their status and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Carrie P. Meek/Westview K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Nutrition Programs

- 1) Carrie P. Meek/Westview K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment is administered to all Pre-Kindergarten students as a pre and post-test. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers will tailor lessons to meet the individual needs of students. The staff will provide parents with packets of

suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. This early identification, teacher intervention and parental assistance enable the majority of low performing students to make a smooth transition to Kindergarten. Title I and VPK affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by formal and informal observations conducted throughout the school year. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via ongoing monitoring.

Other

Carrie P. Meek/Westview K-8 Center will offer Health Connect in Our Schools (HCiOS). This program offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on the school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS 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. Also, HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department, therefore offering a health team that is qualified to perform the assigned duties related to a quality school health care program.

Carrie P. Meek/Westview K-8 Center will use AIDS: GET THE FACTS! This is a 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.

The students at Carrie P. Meek/Westview K-8 Center will use the Bruce Heiken Children's Vision Program which 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 |
|-------------------|----------------------------|
| Marchel D. Woods | Principal |
| Sonji Allen | Teacher |
| Betty Johnson | Teacher |
| Aldine Jenkins | Education Support Employee |
| Jean Bmassanga | Business/Community |
| Clinton Cooper | Business/Community |
| Baptiste Joseph | Business/Community |
| Genise Ford | Teacher |
| Deandre Jones | Parent |
| Redina Hall | Teacher |
| Moises Peguero | Teacher |
| Kierra Clinch | Teacher |
| Cynthia Henderson | Teacher |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

A meeting was held with EESAC to review and evaluate the goals, barriers and strategies in the School Improvement Plan, and to review data from the school wide FSA data for the 2017-2018 school year.

b. Development of this school improvement plan

School Advisory Council will work in conjunction with school leadership team to develop, monitor and modify school improvement plan based on on-going student formative assessments. All strategies and opportunities for improvement are reviewed monthly by the EESAC to ensure the School Improvement Plan is implemented with fidelity. Student data is provided to the EESAC committee from Mid-Year Assessments, Florida Standards Assessment (FSA) and iReady; in order to heighten awareness, modify strategies and solicit input from all stakeholders.

School Advisory Council will work in conjunction with school leadership team to develop, monitor and modify school improvement plan based on on-going student formative assessments.

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

The EESAC will make recommendations to the principal on the allocation of distributing funds. The EESAC

funds will be distributed starting in the month of November. All funds will be dispersed with approved proposals.

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

The EESAC funds for the 2016-2017 school year were used for parental involvement, professional development refreshments, and Standardized Assessment incentives for the 2016-2017 school year. Additionally, funds were used to buy additional supplemental workbooks, incentives, rewards and

awards for students in the form of field trips, certificates, trophies, as well as other activities. The amount allotted to EESAC was \$2,999.

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 |
|--------------------|---------------------|
| Woods, Marchel | Principal |
| Clermont, Paul | Assistant Principal |
| Peguero, Moises | School Counselor |
| Marshall, Kimberly | Teacher, K-12 |
| Herring, Wanda | Teacher, ESE |
| Lucas, Marguerite | Teacher, ESE |
| Pryor, Shawn | Instructional Coach |
| Wright, Rosena | Instructional Coach |

b. Duties

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

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction, data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The principal will promote the LLT as an integral part of the school's literacy reform to promote a culture of reading by:

- Including representation from all curricular areas on the LLT; mainly to identify strengths and weakness when implementing reading across the curriculum for all grade levels.
- selecting team members who are skilled and committed to improving literacy.
- Offering professional growth opportunities for team members through lesson studies and individualized professional development.
- Creating a collaborative environment that fosters sharing and learning for all stakeholders.

- Developing a school-wide organizational model that supports literacy instruction in all classes by implementing instructional focus calendars, implementation of the K-5 District-endorsed Wonders! Literacy program by McGraw- Hill Publishing, infusion of classroom libraries across the curriculum, and ongoing progress monitoring of student achievement in reading via staff data chats and teacher-student data chats.

- Encouraging the use of data to improve teaching and student achievement across the curriculum and all grade levels.

The administrative team will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on specifically based curriculum/behavior assessment

and intervention approaches. 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; participates

in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Curriculum support specialist from both the Region and District will provide support literacy skills in the

content areas through identifying content-related reading materials and reinforcing content-related vocabulary.

ELL Teachers ensure that ELL students are provided support with vocabulary development through visual displays and concrete examples. They also ensure appropriate reading strategies are utilized in the classroom to support ELL students.

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.

The school fosters a culture of meaningful collaboration among teachers in order to create an environment where student learning is enhanced as a result of explicit instruction. Instructional coaches help bridge the gap by assisting teachers unwrap Florida State Standards (FSA). Instructional coaches also collaboratively plan with teachers, co teach, deliver lessons and keep the teachers abreast on the latest pedagogy.

The school also utilizes effective structures such as leadership team meetings and committees to encourage transparency and decision making.

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

For recruitment strategies, the principal solicits referrals from current teaching staff for potential new hires. Principal and assistant principal establish a network with local universities for recruitment purposes. Eligible candidates are invited to substitute until positions become available. The principal and leadership team arrange a partnering system for incoming teachers with veteran staff for mentoring and support. Additionally, the leadership team provides support through grade level meetings, team meetings, sample lesson modeling, and professional development activities.

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

Carrie P. Meek/ Westview K-8 Center provides support from the Academic Team to beginning teachers using the Buddy system. All beginning teachers' are placed in our three-year support program guided by the Academic Leadership Team. During this period, the new teacher will receive orientation, formal and informal observations, and a mentor who is knowledgeable in their subject area. The mentor and the academic coaches will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. Additionally, experienced teachers new to Carrie P. Meek/ Westview K-8 Center will receive the same support for one year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. Teachers attend weekly common planning with academic coaches for their respective areas of instruction. This supports a deeper level of instruction. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Our teachers utilize the District created Pacing Guides which are aligned to Florida's Standards. Teachers work together during collaborative planning to ensure they are utilizing teaching strategies, activities and resources that support the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The leadership team meets weekly to ensure instruction is provided based on students' needs. Targeted data for Reading, Math, Writing and Science are reviewed and analyzed to monitor for consistent growth patterns.

Instruction in reading and math includes whole group, small group and differentiated instruction based on student needs. Resources to support instruction include classroom libraries, texts to support units of study, and leveled books for small group instruction.

Students in grades k - 8 are monitored for progress in Reading through the diagnostic tool in iReady. The data is then used to place students in intervention, as needed. Students in ESE are receiving pull out services, and students in ELL are receiving push in support services.

Also, cross-content word walls and leveled readers will be infused into the daily instructional block. Furthermore, to ensure students have reading strategies, tools, and techniques to better understand, organize, navigate, evaluate, and synthesize content material across the curriculum, teachers will facilitate the Gradual Release Model instructional approach based on their class content. Student taking the Florida Alternate Assessments will utilize Unique Learning system to monitor progress throughout the year.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,600

Students not making adequate progress will participate in after-school tutoring. Program monitoring and performance incentives will be implemented. Students will receive teacher-led tutoring, and will utilize iReady, myOn Reader and Reflex Math software programs to build reading and math skills.

Strategy Rationale

Read 180 and i-Ready are targeted, developmental skill building programs in reading and math. Both programs administer a diagnostic when the students log on in order to provide the differentiated instruction the students need. Many students do not have access to the Internet, or do not have a parent at home that will ensure program usage, so providing computer access after school will increase student usage of the programs.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Clermont, Paul, pclermont@dadeschools.net

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

i-Ready reports will be generated to monitor students' progress. Also, i-ready includes diagnostic assessments that can be assigned to the students to monitor progress. Additionally, iReady data will also be reviewed to analyze reading and math progress.

Strategy: Before School Program

Minutes added to school year: 1,600

The District has invested in research-based online programs to provide students with targeted interventions, remediation, practice and enrichment programming. Because of their diagnostic features, these programs will serve to meet the needs all learners, from students who lack proficiency in basic skills to students who are performing at or above grade level. Students will access Reading Plus, iReady Reading and Math, Reflex Learning, Imagine Learning (ELL students), Gizmos, and Discovery Education.

Strategy Rationale

Reading Plus and iReady are targeted, developmental skill building programs in reading and math. Both programs administer a diagnostic when the students log on in order to provide the differentiate instruction the students need. Gizmos provide students with virtual science and math simulations. Many students do not have access to the Internet, or do not have a parent at home that will ensure program usage, so providing computer access after school will increase student usage of the programs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Reading Plus, iReady, and Reflex Learning reports will be generated to monitor students' progress. Also, the programs have built-in diagnostic assessments that can be assigned to the students to monitor progress. Additionally, i-ready AP2 and AP3 will also be reviewed to analyze the reading progress.

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.

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program and Headstart. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment will be administered to all Pre-Kindergarten students as a pre and posttest. Screening data will be collected and aggregated prior to October 6, 2017. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers tailor lessons to meet the individual needs of students. The staff provides parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. The early identification, teacher interventions and parental assistance enables the majority of low performing students to make a smooth transition to Kindergarten. Title I, VPK and Headstart affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by screening tools administered mid-

year and at the end of the year in order to determine student learning gains and the need for changes to the instruction/intervention program. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via on-going progress monitoring.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through full time highly qualified teachers and paraprofessionals. This will provide young children with a variety of meaningful learning experiences in environments that will give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngster (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G097069

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 40.0 |
| FCAT 2.0 Science Proficiency | 39.0 |
| FSA Mathematics Achievement | 51.0 |
| Statewide Science Assessment Achievement | 39.0 |
| Civics EOC Pass | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Effective implementation of small group intervention with fidelity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Grade level collaborative planning time
- Administrative Support
- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (Think Central, Unique Learning, I-Ready, Read 180, Discovery Education, Learning Village, Kahoot, Gizmo, Imagine Learning, and Khan Academy)
- WonderWorks Intervention Kits
- Tutoring
- FCRR Activities
- Curriculum Support Specialists
- cPALMS
- English Language Arts, Math and Science Curriculum Support Specialis
- Promethean Boards
- District English Language Arts, Mathematics and Science Websites

Plan to Monitor Progress Toward G1. 8

On-going data analysis from assessments such as i-ready, district science, 2018 SAT-10, FSA and Science FCAT 2.0 will be closely monitored for progress toward meeting the goal.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

I-ready data, Topic Assessment Data, SAT-10 and FSA

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G097069

G1.B1 Effective implementation of small group intervention with fidelity 2

 B261131

G1.B1.S1 Provide professional development for classroom teachers on the effective use of the available intervention materials. Additionally, data chats will be conducted after each i-ready administrative period to identify the diverse needs of students. 4

 S276484

Strategy Rationale

The professional development and data chats will impact student achievement.

Action Step 1 5

Provide professional development opportunities for instructional staff on the effective use of intervention materials.

Person Responsible

Marchel Woods

Schedule

On 6/1/2018

Evidence of Completion

Agenda and Sign In Sheets

Action Step 2 5

Provide common planning opportunities by grade level that focuses on intervention which will impact student achievement.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Common Planning Agendas, Lesson Plans and Sign In Sheets

Action Step 3 5

Facilitate opportunities for the classroom teachers to discuss the individual needs of students with the interventionist.

Person Responsible

Paul Clermont

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Meeting agenda, Instructional Coaches log

Action Step 4 5

Conduct data chats after each administration of the i-ready assessment with Grades K-8 Instructional Personnel and Interventionist.

Person Responsible

Marchel Woods

Schedule

Triannually, from 10/11/2017 to 6/4/2018

Evidence of Completion

Data Chat Protocol, Sign In Sheet and I-ready data

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

Fidelity of implementation will be monitored through participation in professional development and on-going progress monitoring.

Person Responsible

Marchel Woods

Schedule

Biweekly, from 9/20/2017 to 6/7/2018

Evidence of Completion

On-going Progress Monitoring Data, Meeting Agenda, Sign In Sheets

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

Effective implementation will be monitored by conducting classroom walkthroughs with a focus on the implementation of effective intervention.

Person Responsible

Marchel Woods








Schedule

Weekly, from 9/20/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Classroom Walkthrough Observation notes and schedule, OPM and topic 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.B1.S1.A1  A372545 | Provide professional development opportunities for instructional staff on the effective use of... | Woods, Marchel | 9/26/2017 | Agenda and Sign In Sheets | 6/1/2018 one-time |
| G1.B1.S1.A4  A372548 | Conduct data chats after each administration of the i-ready assessment with Grades K-8... | Woods, Marchel | 10/11/2017 | Data Chat Protocol, Sign In Sheet and I-ready data | 6/4/2018 triannually |
| G1.MA1  M400679 | On-going data analysis from assessments such as i-ready, district science, 2018 SAT-10, FSA and... | Woods, Marchel | 9/25/2017 | I-ready data, Topic Assessment Data, SAT-10 and FSA | 6/7/2018 weekly |
| G1.B1.S1.MA1  M400666 | Effective implementation will be monitored by conducting classroom walkthroughs with a focus on the... | Woods, Marchel | 9/20/2017 | Lesson Plans, Classroom Walkthrough Observation notes and schedule, OPM and topic assessment data | 6/7/2018 weekly |
| G1.B1.S1.MA1  M400667 | Fidelity of implementation will be monitored through participation in professional development and... | Woods, Marchel | 9/20/2017 | On-going Progress Monitoring Data, Meeting Agenda, Sign In Sheets | 6/7/2018 biweekly |
| G1.B1.S1.A2  A372546 | Provide common planning opportunities by grade level that focuses on intervention which will impact... | Woods, Marchel | 9/5/2017 | Common Planning Agendas, Lesson Plans and Sign In Sheets | 6/7/2018 weekly |
| G1.B1.S1.A3  A372547 | Facilitate opportunities for the classroom teachers to discuss the individual needs of students... | Clermont, Paul | 9/5/2017 | Meeting agenda, Instructional Coaches log | 6/7/2018 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 in all content areas improves then student achievement will increase.

G1.B1 Effective implementation of small group intervention with fidelity

G1.B1.S1 Provide professional development for classroom teachers on the effective use of the available intervention materials. Additionally, data chats will be conducted after each i-ready administrative period to identify the diverse needs of students.

PD Opportunity 1

Provide professional development opportunities for instructional staff on the effective use of intervention materials.

Facilitator

Redina Jones

Participants

K-8 Instructional Personnel

Schedule

On 6/1/2018

PD Opportunity 2

Provide common planning opportunities by grade level that focuses on intervention which will impact student achievement.

Facilitator

Redina Jones, Shawn Pryor, Rosena Wright and Kerian Wilson

Participants

K-8 Instructional Personnel

Schedule

Weekly, from 9/5/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|--------|-------------|---|--------|
| 1 | G1.B1.S1.A1 | Provide professional development opportunities for instructional staff on the effective use of intervention materials. | \$0.00 |
| 2 | G1.B1.S1.A2 | Provide common planning opportunities by grade level that focuses on intervention which will impact student achievement. | \$0.00 |
| 3 | G1.B1.S1.A3 | Facilitate opportunities for the classroom teachers to discuss the individual needs of students with the interventionist. | \$0.00 |
| 4 | G1.B1.S1.A4 | Conduct data chats after each administration of the i-ready assessment with Grades K-8 Instructional Personnel and Interventionist. | \$0.00 |
| Total: | | | \$0.00 |