

Miami-Dade County Public Schools

Academir Preparatory Academy



2017-18 Schoolwide Improvement Plan

Academir Preparatory Academy

5800 SW 135TH AVE, Miami, FL 33183

www.academirpreparatoryacademy.com

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School KG-5 | Yes | 84% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 98% |

School Grades History

| Year | 2016-17 | 2015-16 |
|-------|---------|---------|
| Grade | B | B |

**Informational Baseline School Grade*

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

School Board Approval

N/A

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 Academir Preparatory 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 Academir Preparatory Academy is to provide students with a well-rounded elementary education, through a challenging program, focused on mathematics and science pursuing innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

b. Provide the school's vision statement.

The vision of Academir Preparatory Academy is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for life through adherence to the mission, shared purpose, and clearly articulated goals.

2. School Environment

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

The purpose of Academir Preparatory Academy is to prepare students to reach their maximum potential in all subject with special emphasis on mathematics, science, and reading. Their culture and diverse background are taken into account to build upon their knowledge, and unique individualize needs of each student. Teachers and students build a positive and nurturing relationship based on trust.

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

APA approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. APA uses a proactive and positive approach to classroom management. APA implements the 3R's Club - Respect, Responsibility and Readiness to Learn as a guideline to all students for the behavior expected at school. All students are treated with dignity and respect. Students are taught the skills and behaviors necessary for success. Staff members encourage motivation through positive interactions and building relationships with students.

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 school's discipline plan allows teachers to establish major goals (instructional and behaviors) that students accomplish by the end of the academic year. The plan describes basic attitudes, traits and behaviors that will help students succeed in the classroom and throughout their lives. High positive expectations will be expected of all students. APA will build positive relationships with the students' families by making initial contact with them at the beginning of the school year and maintain regular contact throughout the school year to ensure behavioral and academic success.

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.

APA ensures that the social-emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. If student behavior is irresponsible, the school staff will reflect on what they can do to help the student. Objective information about behavior is important in planning and making decisions about behavior. The setting is organized to promote successful behavior from all students. Faculty and staff share the responsibility of ensuring that all students follow the school's discipline plan. A policy is in place for disseminating critical information regarding a student's well-being and safety.

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.

Academir Preparatory Academy considers regular school attendance an integral part of a student's education. Absences are excused only for personal illness, medical appointments, death in the family, and religious holidays. A note explaining the reason for the absence is due upon return. Excused notes returned to school three days or more after the absence will not be accepted and the absence will remain as unexcused. Students who have two unexcused absences within a month will not be included in the monthly 3 R's Club. Parent meetings are held on monthly basis with students who have 5 or more unexcused absences. After school and Saturday tutoring program are implemented for Reading and Math students, and fifth grade Science students who have been identified. A set intervention time is provided for all identified students in both subject areas as well.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

A letter is sent to parents of those students with excessive absences on a monthly basis. The school conducts monthly parent meeting with students with five or more unexcused absences. Students who have good attendance are recognized on a monthly basis. A discipline plan is followed to ensure students' inappropriate behavior is discouraged and rectified prior to resulting in suspension. The bottom 25% of the student population is addressed academically through the implementation of remedial instruction to minimize the achievement gap. The students requiring intervention are provided with a minimum of thirty minutes of remedial instruction with school based support staff in

the areas of reading and/or math. After school and Saturday tutoring programs are established to minimize the achievement gap. Student data is collected and used to guide instruction and make sound instructional decisions that foster academic growth and success.

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/554185>.

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.

APA regularly schedules EESAC meetings, parent workshops, open house, special events and chats with the teachers and staff. These meetings are held to support parents with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.

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 |
|------------------|---------------------|
| Triana, Marianne | Principal |
| Martinez, Ivette | Assistant Principal |
| Escobar, Danella | 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.

Karla Rodriguez, Principal, -The role of the Principal is to communicate a clear and common vision, and ensures all teachers and staff are implementing the SIP and following the Problem-Solving Process. The Principal analyzes the school's data and uses data results to make instructional decisions. Evaluates the impact of instruction and interventions in Tiers 1-3. Communicates student

outcomes and celebrates and communicates success.

Ivette Martinez, Assistant Principal, coordinates all Leadership Team meetings, ensures implementation of strategies outlined in the SIP, and monitors implementation and progress of MTSS and SIP. The Assistant Principal analyzes and disseminates information related to student data and progress, and evaluates the impact of instruction and interventions in Tiers 1-3. The Assistant Principal ensures the SIP is implemented with fidelity and monitors curriculum goals to ensure effectiveness. Student outcomes are communicated and student success is celebrated.

Danella Escobar, Coach provides classroom support and guidance to teachers on the implementation process of SIP. He assists teachers with Tier grouping decisions based on data results. He engages in data chats with all teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from IReady, baseline, interim, and winter assessments. He also assists teachers in implementing the "Go Math" program, writing curriculum, and Wonders curriculum with fidelity.

The function and responsibility of the Grade level chairperson is to disseminate information to grade level teachers discussed during Leadership Team Meetings, assist teachers in the implementation of SIP, meet on a weekly basis with grade level teachers to discuss data results, differentiated instruction, group interventions, and self-monitoring by students. Grade level chairperson will ensure that grade level teachers are implementing the goals outlined in the SIP with fidelity. As this is the first year of a new, small school, all teachers will have an input and responsibility in the above.

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 will review and reflect upon the School Improvement Plan on an on-going basis to ensure SIP implementation and fidelity. The team will meet to discuss, review, and reflect upon the data obtained from baseline, interim, and winter assessments. The team will discuss student's strengths and weaknesses, as well as, class performance. The data will reflect which students require additional supports and intervention. Students will be grouped for intervention in accordance to competency levels as determined by our IReady diagnostics and instructional needs as reflected on the data obtained through district assessments. Class performance on district assessments will be used as indicators for the need for particular professional developments. Curriculum coach will serve as instructional support to model lessons and assist teachers on program implementation, grouping, and interventions. Grade level meetings will be held on a weekly basis to discuss student data results and performance. Monthly data chats will be held to determine student progress through the MTSS system. Leadership meetings will be held twice a month to discuss data results, trends, and reflection. Goals and strategies aligned to the SIP will be discussed regularly for continued improve

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|--------------------|
| Karla Rodriguez | Principal |
| Alexander Casas | Business/Community |
| Mia Cohen | Student |
| Danella Escobar | Teacher |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC committee was involved in reviewing the goals associated with last year's School Improvement Plan. The SAC committee gave suggestions that would help guide goals for this coming school year.

b. Development of this school improvement plan

The SAC committee is the primary responsible body within the school for the creation and implementation of the School Improvement Plan. SAC members discussed issues related to academic curriculum (Reading, Writing, Math, and Science), parent involvement, attendance, school budgets, professional development, instructional materials and curricular needs.

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

The administrative team presented the budget during the SAC meeting. Recommendations and suggestions were made by SAC members.

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

Laptops and headphones were purchased to enhance our curriculum.

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 |
|------------------|---------------------|
| Triana, Marianne | Principal |
| Escobar, Danella | Instructional Coach |
| Martinez, Ivette | Assistant Principal |

b. Duties

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

The major initiative of the LLT is to ensure that all students are making adequate progress in the area of reading literacy and reading skills. They will monitor performance of benchmark assessments to ensure that all students are mastering the required benchmarks. The Literacy Team will assist all teachers in the development of the implementation of the new Florida Standards and instructional best practices. We will also have teachers support with the literacy leadership team, to have content expertise as well as teacher feedback when creating a strong plan.

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.

All teachers have common planning time to discuss across grade levels student academic data and growth. Next steps to achieving academic growth is discussed within the Learning Team meetings that are held on a monthly basis. The Learning Team Meetings focus on strategically planning the discussion of implementing the Florida Standards through the incorporation of best practices and academic rigor

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

In order to retain effective teachers, a class assignment request form is provided to teachers before the end of the academic school year allowing them to select the grade level and subject area preference for the upcoming school year. Bonuses are provided to those teachers who are rated as highly effective in their yearly evaluations. In order to recruit teachers, the principal uses professional affiliations with local universities and teacher education programs.

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

Orientation meeting is held for all new employees. New employees are paired with more experienced teachers. Teachers are provided with opportunities to plan together and model lessons for new teachers. The curriculum coach assist new teachers and serve as a coach and mentor in the area of reading, math, and science. The school utilizes the District's evaluation system. The faculty is surveyed at the beginning of the year to determine what professional developments are needed. Professional development are provided throughout the school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

APA uses state adopted and researched based curriculum infusing best practices so that students are engaged and challenged on a daily basis. The school's curriculum is aligned to the Florida Standards. The core instructional programs implement research based strategies, innovations and activities that facilitate high levels of learning and achievement for all students. The curriculum reflects high quality instruction and the school will use Florida Department of Education adopted researched based textbooks and are accompanied by supplementary materials. All intervention and challenging materials will be incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The teachers follow the district approved pacing guides and develop their lesson plans accordingly. The curriculum coach and administrators review lesson plans weekly to ensure that all the benchmarks are being covered. Teachers follow the state mandated MTSS process so that they can implement interventions as demonstrated by students' data on assessments and teacher recommendation. LEP plans will also be followed with fidelity to ensure all ELL students are being taught with the appropriate strategies and that the students are receiving the support needed to meet the set objectives.

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.

APA collects and analyzes data to make determinations about student learning and performance levels at the beginning of the school year. Data is used to determine student strengths and weaknesses and to drive and differentiate instruction. The collection of data is an ongoing process. For example, standardized test results from 2015 will be compared to results from 2014 to determine educational strengths and needs of students and to compare the students academic progress. Furthermore benchmark assessments are regularly provided to students to monitor growth in the areas of reading, math, and science, as well as IReady data. Interim quarterly assessments are used to monitor student progress and make instructional decisions that impact student growth and progress. Student data is used to drive and target students requiring below level, on level, and beyond level instruction. Scheduled intervention times are allotted throughout the school day to deliver remedial instruction. Students are also provided with enrichment opportunities to further develop and increase their academic potential.

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: 10,000

Students are offered the opportunity to register and participate in after school tutoring program.

Strategy Rationale

By attending the after school tutoring program, students will receive additional support to improve within their academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Triana, Marianne, pr6082@dadeschools.net

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

IREADY assessments and other diagnostic assessments throughout the school year.

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.

New student applications will be accepted during the month of January. The dates are posted on the school website as well as visibly in the main office. Banners advertising the application period are also displayed outside the building. Siblings of current students have priority. Open house "Meet and Greet" sessions for Kindergarten students occur one week prior to the opening of school. Parents and students are able to visit their child's classrooms and meet the teachers. Student participation in this event is strongly encouraged. Parents and students are also invited to the September Open House that will occur during the month of September. A separate Kindergarten Orientation is held the week before school starts. Articulation meetings with the articulating middle school is held prior to the closing of the academic school year to ensure a smooth transition for each student.

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

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. To increase student achievement by improving core instruction in all content areas

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. To increase student achievement by improving core instruction in all content areas 1a

G097106

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Need for further teacher development of explicit rigorous instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- English Language Arts: IREADY, Wonder Works curriculum, Interventionists, after school tutoring
- Math: IREADY after school tutoring
- Science: Fusion Books curriculum, after school tutoring.
- Social Studies: Weekly Readers
- Technology: Computer labs, MIMIO (SMART Boards)
- Human Resource Curriculum Specialist providing teacher support

Plan to Monitor Progress Toward G1. 8

Administration will progress monitor IREADY data, classroom based assessments and artifacts, and district based baselines.

Person Responsible

Marianne Triana

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Multiple data points will be collected and analyzed (IREADY reports, baseline data, and classroom based data) to ensure progress from students.

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. To increase student achievement by improving core instruction in all content areas 1

G097106

G1.B1 Need for further teacher development of explicit rigorous instruction. 2

B261224

G1.B1.S1 Teachers will receive continuous instructional modeling by the Curriculum Specialist (Instructional Coach) on effective and explicit instruction across all subject areas with a focus n reading and math instruction. 4

S276560

Strategy Rationale

If teachers receive support through modeling of lessons, collaborative planning, and training they will be able to apply what they have learned to effectively instruct their students.

Action Step 1 5

Curriculum Coaches will provide a needs assessment of tiered support for teachers.

Person Responsible

Daniella Escobar

Schedule

Quarterly, from 8/21/2017 to 5/25/2018

Evidence of Completion

A plan / list of teachers and how they will be tiered for support.

Action Step 2 5

Provide coaching cycle according to the tiered support plan.

Person Responsible

Daniella Escobar

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Coaching logs.

Action Step 3 5

Classroom walkthroughs to monitor explicit rigorous instruction.

Person Responsible

Marianne Triana

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Administrative walks and logs

Action Step 4 5

Provide ongoing coaching while going through the full coaching cycle.

Person Responsible

Daniella Escobar

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Based off of administrative walkthroughs and follow up. As well as coaching logs.

Action Step 5 5

Provide professional development on rigor

Person Responsible

Marianne Triana

Schedule

On 5/25/2018

Evidence of Completion

My Learning Plan Master Plan Points allotted to teachers as well as PD approved by district, sign sheet.

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

Administration will monitor how the coaching of teachers is progressing

Person Responsible

Marianne Triana

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Administration will meet with the Curriculum Specialist to see what support has been provided to teachers.

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

Administration will monitor teacher progress after teachers have been modeled by the Curriculum Specialist

Person Responsible

Marianne Triana

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Administration will observe teachers that have gone through the coaching cycle to ensure best practices are being implemented

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

Administration will conduct classroom walkthroughs on a weekly basis

Person Responsible

Marianne Triana

Schedule

On 5/25/2018

Evidence of Completion

Review of lesson plans, IREADY data, and ensure that teachers are implementing differentiated instruction with fidelity.

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 M400854 | Administration will progress monitor IREADY data, classroom based assessments and artifacts, and... | Triana, Marianne | 8/21/2017 | Multiple data points will be collected and analyzed (IREADY reports, baseline data, and classroom based data) to ensure progress from students. | 5/25/2018 monthly |
| G1.B1.S1.MA1 M400851 | Administration will conduct classroom walkthroughs on a weekly basis | Triana, Marianne | 8/21/2017 | Review of lesson plans, IREADY data, and ensure that teachers are implementing differentiated instruction with fidelity. | 5/25/2018 one-time |
| G1.B1.S1.MA1 M400852 | Administration will monitor how the coaching of teachers is progressing | Triana, Marianne | 8/21/2017 | Administration will meet with the Curriculum Specialist to see what support has been provided to teachers. | 5/25/2018 biweekly |
| G1.B1.S1.MA2 M400853 | Administration will monitor teacher progress after teachers have been modeled by the Curriculum... | Triana, Marianne | 8/21/2017 | Administration will observe teachers that have gone through the coaching cycle to ensure best practices are being implemented | 5/25/2018 monthly |
| G1.B1.S1.A1 A372728 | Curriculum Coaches will provide a needs assessment of tiered support for teachers. | Escobar, Daniella | 8/21/2017 | A plan / list of teachers and how they will be tiered for support. | 5/25/2018 quarterly |
| G1.B1.S1.A2 A372729 | Provide coaching cycle according to the tiered support plan. | Escobar, Daniella | 8/21/2017 | Coaching logs. | 5/25/2018 biweekly |
| G1.B1.S1.A3 A372730 | Classroom walkthroughs to monitor explicit rigorous instruction. | Triana, Marianne | 8/21/2017 | Administrative walks and logs | 5/25/2018 weekly |
| G1.B1.S1.A4 A372731 | Provide ongoing coaching while going through the full coaching cycle. | Escobar, Daniella | 8/21/2017 | Based off of administrative walkthroughs and follow up. As well as coaching logs. | 5/25/2018 monthly |
| G1.B1.S1.A5 A372732 | Provide professional development on rigor | Triana, Marianne | 8/21/2017 | My Learning Plan Master Plan Points allotted to teachers as well as PD approved by district, sign sheet. | 5/25/2018 one-time |

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas

G1.B1 Need for further teacher development of explicit rigorous instruction.

G1.B1.S1 Teachers will receive continuous instructional modeling by the Curriculum Specialist (Instructional Coach) on effective and explicit instruction across all subject areas with a focus n reading and math instruction.

PD Opportunity 1

Provide professional development on rigor

Facilitator

Danielle Escobar

Participants

School Based instructional staff

Schedule

On 5/25/2018

VII. Budget

| | | | | | | |
|---------------|-------------|--|-------------------------------------|--------------------------|-----|-----------------|
| 1 | G1.B1.S1.A1 | Curriculum Coaches will provide a needs assessment of tiered support for teachers. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Provide coaching cycle according to the tiered support plan. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Classroom walkthroughs to monitor explicit rigorous instruction. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Provide ongoing coaching while going through the full coaching cycle. | | | | \$0.00 |
| 5 | G1.B1.S1.A5 | Provide professional development on rigor | | | | \$350.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1100 | 130-Other Certified Instructional Personnel | 2002 - Academir Preparatory Academy | School Improvement Funds | | \$350.00 |
| Total: | | | | | | \$350.00 |