Oak Grove Elementary School

2017-18 Schoolwide Improvement Plan

Oak Grove Elementary School

15640 NE 8TH AVE, Miami, FL 33162

http://oakgrove.dadeschools.net/flash.html

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Oak Grove Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Working as partners, Oak Grove Elementary School stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, technological and career development. By providing a variety of teaching strategies and methods, and the latest advances in technology, Oak Grove Elementary School students will become more productive, literate and responsible citizens in our multicultural society.

b. Provide the school's vision statement.

The focus of Oak Grove Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology and programs that heighten students achievement and cultural sensitivity, Oak Grove Elementary students will become functioning members of an ever-evolving society.

2. School Environment

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

Oak Grove Elementary Stakeholders believe that parental and family involvement have a significant impact on student success. Therefore, our administrators, teachers, and support staff make a conscious effort to meet and collaborate with parents on an ongoing basis. All stakeholders meet to discuss student achievement to determine the most appropriate way in which the students social and emotional needs are met. As a result, this collaborative effort fosters positive relationships which bridge the gap between the culture at home and the school culture. Our school celebrates Hispanic Heritage Month with a variety of foods native to the Hispanic culture. During February our school celebrates Black History Month by high lightening the contributions and achievements made by African-Americans. In May, Haitian Flag Day is a major cultural event at our school This event brings the Haitian culture to life with cultural food, traditional dances, and artifacts that tells the history of Haiti and its people. The teachers embed these cultural events into the curriculum through writing assignments to extend the students' learning experience.

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

Oak Grove Elementary School ensures the safety of its students by implementing the following policies and procedures: Security cameras are installed throughout the entire campus; procedures for supervision for morning arrivals and afternoon dismissals are in place; security monitors are visible and the facilities used by the students are kept clean throughout the school day. The Miami-Dade County Public School Code of Student Conduct is reviewed with the students by the classroom teachers and the school counselor throughout the school year. Information related to the school safety policies and procedures and the Miami-Dade County Public School Code of Student Conduct and Values Matter are also shared with parents; through school-wide orientation grade level students and parents are made aware of the vital information related to Miami-Dade County Public School Zero Tolerance Policies outline in the Student Code of Conduct.

Parent Involvement
Inform parents of the Florida Department of Education Zero Tolerance Policy on school violence, bullying, crime and the use of weapons through parent meetings, PTA meetings and EESAC meetings; encourage parental support of the school-wide discipline plan, rules, policies and procedures; encourage parent feedback and participation in school-wide activities. Conduct parent workshop to review the school strategies and interventions for ensuring a safe learning environment and encouraging model student behavior.

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.

School-wide Discipline Plan:

Each classroom teacher at Oak Grove Elementary School implements a behavior management plan. The type of behavior management plan implemented in the classroom is decided upon by the individual teacher or the grade level. The classroom behavior management plan outlines the expectations for appropriate student behavior and is aligned with the policies and procedures of the school-wide discipline plan and Miami-Dade County Public School Student Code of Conduct and Values Matter Program Initiative.

Oak Grove Elementary School recognizes students for model behavior using SPOT Success; recognize students' success on morning announcements; recognize students by implementing the "Do the Right Thing" Program; and reward students for academic success with certificates in school assemblies.

Oak Grove Elementary School implements in-school counseling intervention strategies for students committing Code of Student Conduct offenses. This intervention includes: having the school counselor conference with students regarding the Student Code of Conduct Core Values and discussing examples of model student behavior; discuss with students their, "Rights and Responsibilities" as outlined in the Student Code of Conduct Handbook; discuss with students the Core Value that addresses the appropriate behavior through the Values Matter Initiative; assign a temporary assignment.

Oak Grove Elementary School implements an in-school counseling/mediation program. In addition, alternative for suspension strategies are implemented for students committing Code of Student Conduct offenses. This counseling/mediation intervention involve: peer mediation; conference with the student, teacher, and parent(s); request parent observation of student's behavior in the classroom; revocation of the of student's right to participate in extra-curricular activities; and completion of a behavior plan (if appropriate).

Effective disciplinary actions indicating removal of privileges or denial of participation in school/ extracurricular activities as alternatives for suspension include: notify parent(s) via a letter to inform parent(s) of school rules being violated; participation in counseling session related to the infraction; behavior plan (if appropriate); conduct RtI/MTSS Behavior Intervention through Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) use of an alternative assignment.

Faculty and Staff:

The professional development activity on corrective strategies for disruptive behavior are provided to the faculty during monthly faculty meetings include a review of the Code of Student Conduct Core

Values, examples of model student behavior, review of the Values Matter Program Initiative, and the use SPOT Success to encourage model student behavior.

Professional development activities are provided, during monthly faculty meetings, related to reducing and eliminating undesirable behaviors which include a review of the Model Student Behavior Levels 1-5 and the SPOT Success Strategies for Model Students to Avoid.

Professional development activities on the Multi-Tiered System of Supports (MTSS) are provided to faculty during monthly faculty meetings to provide teachers with intervention strategies and alternatives for reducing inappropriate behaviors and suspensions. These best practices utilized to promote model student behavior include:
• Review school-wide rules and expectations for model behavior;
• Utilize Safety Patrol Club as an example of model student behavior;
• Promote School Motto: It takes "A" TEAM to make "A" Difference! One Team, One Goal!
• Display posters with M-DCPS Student Code of Conduct Core Values to promote model student behavior;
• Promote Core Values, School Motto and Values Matter Initiative on morning announcements.

Students:

The strategies to encourage model student behavior and create a safe learning environment and to reduce disruption of the education process include implementing:

• Values Matter Monthly Incentives;
• SPOT Success Recognition;
• Certificate of Good Behavior;
• Gift Certificate;
• Class Field Trips;
• Recognition by the "Do the Right Thing;"
• Notes home to parents;
• Lunch with the Teacher, Assistant Principal or Principal;
• Stickers that promote model behavior;
• Leadership roles in the classroom;
• Recognition - Student of the Month;
• Student-centered alternative to suspension will include detention after school or in-door suspension;
• Honor roll, citizenship, perfect attendance and certificates of recognition awarded each grading period.

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.

The social-emotional needs of the students are addressed by providing individual counseling services, small groups and whole class conflict resolution skills/procedure, character development lessons taught and modeled (i.e. respect, responsibility, cooperation, kindness, honesty, etc.).
To ensure the social-emotional needs of the students are met the Student Service Department: provides students with the opportunity to participate in Career and Community Awareness Program, exposes students to professionals men and women from a variety of careers, encourages student participation in health and wellness, ensures student participation in the Miami-Dade Police Department Drug Abuse Resistance Education (DARE) Program, Gang Resistance Education and Training (GREAT) Program which helps to prevent students from becoming part of a gang; Florida International University (FIU) Youth Dialogues in order to build positive relationships between

students and police officers; and ensures student participation in the Fresh Fruit & Vegetable Program, provide and reinforces the Anti-Bullying & Harassment Curriculum.

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.

1. Attendance below 90 percent
2. One or more suspensions
3. Course failure in ELA or Math
4. Level 1 on statewide assessment
5. Students exhibiting two of more indicators

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	4	12	9	14	13	7	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	7	18	21	22	27	28	0	0	0	0	0	0	0	123

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	5	12	18	14	26	24	0	0	0	0	0	0	0	99

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

The following intervention strategies are employed by our school to improve the academic performance of
students identified by the early warning system:
• Notification procedures for parents to outsides agency and community outreach;
• Effective multi-disciplinary teams in place to problem solve and create action plans;
• Wonders Works Reading Intervention, Saxon Intervention and i-Ready Reading Programs;
• Differentiated Instructions;
• Planned discussions, goal setting for identified students both academics and/or behavior;
• Comprehensive school counseling program dedicated to developing, implementing and evaluating the effectiveness of small group, intensive interventions, and connecting students and families to school and community-based resources.

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

Oak Grove Elementary School continues to encourage parent participation and involvement through EESAC meetings, PTA Meetings, Open House, Parent Surveys, Parent/Teacher Conferences FSA/SAT Night, School Support Team (SST) meetings, Connect-Ed messages, and the Title I Annual meeting.

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.

Oak Grove Elementary School plans and schedules the following meetings and activities that support parent involvement and sustains partnerships with the local community to support school activities, programs and student achievement:
• Open House Resource Fair
• Title 1 meetings
• Parent Teacher Association (PTA) meetings
• Educational Excellence School Advisory Council (EESAC) meetings
• Parent workshops
• Teacher/parent meetings
• Community leaders participating in cultural activities prompting student diverse backgrounds
• Counselor seeks local businesses to become Dade Partners
• Career Day Activities
• Red Ribbon Week

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
Jones, Joyce	Principal
Ashe, Nicole	Instructional Coach
Jackson, Rosalind	Instructional Media
Francois, Regina	Teacher, K-12
Dirosier, Falicie	School Counselor
Graham , Nancy	Teacher, K-12
Willisams, Sharisse	Instructional Coach
Collins, Deborah	Assistant Principal

b. Duties

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

Joyce R. Jones, Principal:
• Ensures commitment to stakeholders and allocates resources;
• Ensures the professional development of rigorous instruction;
• Ensures adequate professional development to support MTSS/RtI;
• Ensures that the school based team is implementing RtI processes;
• Ensures class size compliance;
• Ensures school's is schedule driven by student needs;
• Ensures instructional/intervention support is being delivered;
• Celebrates and communicates student success.

Deborah Y. Collins, Assistant Principal:
• Ensures effective communication with parents regarding MTSS/RtI plans and activities;
• Ensures fidelity and implementation of interventions;
• Supports the school's instructional program;
• Supports the professional development of rigorous instruction;
• Supports class size compliance;
• Promotes the mission and vision of the school;
• Celebrates student success.

Nicole Ashe, Reading Coach:
• Provides reading strategies to instructional staff;
• Models lessons;
• Analyzes data and provide teachers with support in grouping students;
• Provides teachers with reading resources to guide classroom instruction;
• Facilitates grade level collaborative planning meetings;
• Create monthly instructional focus calendar;
• Reports to the leadership team the continuous improvement in reading for grade K-5.

Sharisse Williams, Mathematics Coach:
• Provides mathematical strategies to instructional staff;
• Models lessons;
• Analyzes data and provide teachers support in grouping students;
• Provides teacher with mathematical resources to guide classroom instruction;
• Create monthly instructional focus calendar;
• Facilitates grade level collaborative planning meetings;
• Reports to the leadership team on continuous improvement in mathematics for grade K-5.

Rosalind Jackson, Media Specialist/EESAC Chair
• Makes decisions about modifications or improvements regarding operation and systems of the SIP;
• Disseminates outcomes of data to key stakeholders and community;
• Holds monthly EESAC meetings to discuss issues and concerns in the school;
• Assists in the preparation, implementation, and evaluation of the School Improvement Plan (SIP);;
• Assists in the preparation and evaluation of the school's annual budget;
• Assists in the management of data sources;
• Supports implementation of curriculum programs.

Falicie Dirosier, Counselor
• Establishes individual behavior plans to be implemented by the classroom teacher;

• Conducts one-on-one counseling session with students;
• Monitors the behavior for fidelity of the behavior plan;
• Coordinates Career Day activities;
• Implement Red Ribbon Week activities;
• Coordinates Honor Roll activities;
• Coordinates Values Matter incentives.

Regina Francois, Science Laiason
• Conducts Science professional development;
• Implement Science Family Nights;
• Implement school-wide science fair;
• Attends District i-CADS professional development;

Nancy Graham, Bilingual Department Chairperson
• Conducts LEP committee meetings;
• Monitors effectiveness of CCHL and HLA curriculum;
• Implements bilingual testing;
• Monitors bilingual students progress;

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 ensures that class-size is met and instructional staff is assigned to classes based on certification. The instructional leaders play a vital role in supporting classroom teachers in the implementation of the core curriculum. The instructional leaders model lessons, provide teachers with resources, conduct collaborative planning with all grade levels. Additionally, training is provided to build capacity to support effective instructional practices that impact student achievement. The administrative staff conduct weekly walk-throughs to monitor the implementation of the core curriculum. The instructional leaders are members of the leadership team and meet each week to review the instructional focus, effectiveness of the differentiated instruction and intervention for Tier 2 and Tier 3 students. Within the core curriculum and the MTSS/RtI intervention process student assessment data are consistently reviewed by the leadership team. Data Chats are conducted with each grade level to communicate student progress. An action plan for continuous improvement is determined for below level, on level and above level students.

The MTSS/RtI team meets monthly to discuss and monitor the social-emotional and academic progress of its at-risk students in kindergarten through fifth grade. The team meets to discuss risk factors and barriers that impede students' behavior and academic progress. Based on the needs of the students, the MTSS/RtI Team decides the appropriate behavioral and/or academic interventions to support the needs of the student. To ensure the social-emotional needs of the students are met, the MTSS/RtI Team:

• Assess the needs of the students and the barriers blocking their success;
• Refers students to in-school counseling program with the school counselor;
• Identify research based interventions to remove barriers that lead to success;
• Evaluates intervention and its effectiveness on student behavior and academic progress;
• Collaborates with identified staff (i.e. school psychologist, counselor, SPED and ELL teachers, etc.) to provide differentiated delivery of services based on student needs;
• Refers students to outside, comprehensive student service program to assist student and families.
• Monitor the effectiveness of core instructional strategies and participation in various campus

activities that address social/emotional needs of the student; additional personnel provides support as follows:

Wihel Jean-Louis, School Psychologist:
• Conducts student observations;
• Participates in MTSS/RtI meetings;
• Assists with the problem solving plan and interventions;
• Evaluates students.

Title I, Part A
Oak Grove Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). Support services are provided to the schools, students and families. 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; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at-risk" assist in the design and implementation for progress monitoring, data collection, and data analysis; participation in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parent Involvement Program (PIP). Parent surveys are distributed in three languages (English, Spanish, and Creole) at the beginning of the school year. Once surveys are returned, data is analyzed by the CIS, counselors, and administrative team. The data is used to promote positive connections between home and school resulting targeted training for parents based on the needs expressed via survey. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III
Oak Grove Elementary School uses Title III funds to supplement and enhance the academic programs for English Language Learners (ELL) and recently arrived immigrant children by providing funds to implement and/or provide;
• Tutoring programs (K-5);
• Parent outreach activities (K-5) through the Bilingual Parent Outreach Program (the Parent Academy);
• Professional development on best practices for ELL and content area teachers;
• Coaching and mentoring for ELL and content area teachers(K-5);
• Reading and supplementary instructional materials (K-5).

Title X – Homeless
Miami-Dade County Public Schools' Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. As a result, Oak Grove Elementary School:
• Seeks to ensure a successful educational experience for homeless children by collaborating with parents, and the community;
• Assists parents with identification, enrollment, attendance, and transportation of homeless students;
• Ensures that our homeless students are not to be stigmatized, separated, segregated, or isolated on their status as homeless;

• Ensures that our counselor, the school based homeless coordinator, is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students (a few of these services include: school uniforms from Ibiley, tutoring for academic support, mental health services from Chrysalis Health (an outside agency that support the vision and mission of our school).

The Title I Migrant Education Program provides educational and support services to migrant student and to ensure they have the same academic standards as other children. Oak Grove Elementary has no migrant students.

Violence Prevention Programs
Oak Grove Elementary School, through the school district's Values Matter Initiative is committed to providing a safe learning environment for all students and staff with our zero tolerance for bullying policy. The School District along with our school counselor provides awareness, prevention and education in promoting an atmosphere in which bullying, harassment, and intimidation will not be tolerated by anyone. A student may feel free to report an act of bullying or harassment, of any kind. The faculty and staff are responsible for receiving complaints alleging violations of bullying or harassment. All employees are required to report any and all violations to the principal, assistant principal or the school's counselor.

Our teachers incorporate discussions on violence and its prevention into subject matters, whenever possible. We are also paired with Miami-Dade Police Department in the coordination of the Drug Abuse Resistance Education (DARE) Program. DARE gives our fifth grade students the skills they need to avoid involvement in drugs, gangs, and violence. It teaches our students how to recognize and resist the direct and subtle pressures that may influence them to experiment with alcohol and tobacco. The curriculum is designed to be taught by police officers who instruct our students how to resist peer pressure and live a productive drug and violence free life.

Health and Wellness
Oak Grove Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education.
Oak Grove Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted by the District. At Oak Grove Elementary School the School Food Service Program provides our students with nutritious breakfast, lunch and after school snacks that will contribute to good health, growth, and maintenance as stated in the District Wellness Policy. Because breakfast is the most important meal of the day the National School Breakfast Program was enacted to ensure that all students are being served a nutritious breakfast daily. Breakfast is served from 7:45 a.m. to 8:15 a.m. at no cost to all of the students. By eating a balanced healthy breakfast our students will be more alert, focused and productive. Oak Grove Elementary School students enjoy fresh fruit and vegetable through the Fresh Fruit and Vegetable Program (FFVP), a federal program designed to increase student's consumption of fresh fruits and vegetables expose them to new fruits and vegetables, to improve healthy eating habits and to help our school create a healthier food environment. Combined with nutrition education and reinforcement of healthful eating habits, the program emphasizes the long term goals of positively influencing student's lifelong eating habits and combating childhood obesity.

Head Start
Oak Grove Elementary School houses two Head Start Program classrooms. They promote school readiness by enhancing social and cognitive development through the provision of educational health, nutritional, social and other services to economically disadvantaged enrolled children and families.

Parental Involvement
Oak Grove Elementary School Involves parents in the planning and implementation of the Title I

Program and extend an open invitation to our school's parent resource center or to our media center to inform parents regarding programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School Parent Compact, our school's Title I Parent Involvement Plan; scheduling the Title I Annual meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Additionally, informal parent surveys identify specific needs to our parents. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Activities Report (FM-6913 03-07), are submitted to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey is distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Joyce R. Jones, Principal	Principal
Deborah Collins, Assistant Principal	Education Support Employee
Michelle Blackshear (UTD)	Teacher
Rosalind Jackson (EESAC Chairperson)	Teacher
Donna Murray	Teacher
Dorothy Wawa	Teacher
Nicole Ashe	Teacher
Carmin Pierre	Parent
Sandy Joseph	Parent
Joselene Forestal	Parent
Yvonne Wright	Parent
Simon Moise	Business/Community
Michelle J. Blackshere	Education Support Employee
Ana Cordoba	Parent
Tammy Jackson	Parent
Hommeurson Forestal	Student
Sabine PointDuJour	Teacher
Donna Banks	Teacher
Nancy Graham	Teacher
Jessica Leconte	Student
Sharday Davis	Parent
Joy Weekes	Parent
Tyler Pierre	Student

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

EESAC members were involved in the decision making process related to the school improvement plan. EESAC members reviewed the 2016-2017 SIP and provided feedback to all stakeholders ensuring that all goals were attained and all strategies were implemented successfully within the time line specified.

b. Development of this school improvement plan

EESAC members were involved in the decision making process relating to the 2017-2018 School Improvement Plan. Members of EESAC collaborated and provided feedback related to the development of the school improvement plan, the instructional strategies considered for implementation and the school's responsibility and accountability for meeting the goals.

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

EESAC members collaborated and are in agreement that the allocation of EESAC funds will be appropriately budgeted to support student achievement through incentives and the vision/mission of the school through the acquisition of additional resources for the media center.

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

The funds allocated last year were incumbent:
$2000 for student incentives for academic achievement;
$250 for attendances incentives;
$500 for periodicals for the media center.

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
Jones, Joyce	Principal
Collins, Deborah	Assistant Principal
Ashe, Nicole	Instructional Coach
Francois, Regina	Instructional Coach
Jackson, Rosalind	Teacher, K-12
Dirosier, Falicie	School Counselor
Graham , Nancy	Teacher, K-12
Willisams, Sharisse	Instructional Coach

b. Duties

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

At Oak Grove Elementary School one of our major focuses on promoting literacy for the 2017-2018 school year is to ensure that explicit, rigorous, and differentiated instructions are implemented with fidelity. Additionally, instructional personnel promotes literacy by using DOK activities in core subjects to effectively deliver of instruction. Our school promotes the school's literacy program for our students by conducting:
• Literacy night
• Storybook characters event
• School-wide book club
• Dr. Seuss Day
• Celebration of 100 Days of School

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.

Oak Grove Elementary School encourages positive working relationships between teachers, by:
• Encourages collaborative planning, instruction and assessment;
• Schedules monthly staff meeting, allowing the opportunity for teachers to facilitate meetings;
• Recognizes staff birthdays at the beginning of each faculty meeting;
• Celebrates staff achievements and encourage positive relationships among teachers through staff gatherings, breakfast, and luncheons, etc.;
• Sends e-mail recognition and staff "Shout-outs" to support teacher and staff members achievements with regards to student success;
• Provides opportunities to collaborate with peers, share best practices, instructional strategies, promote and Encourages staff performance.

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

Oak Grove Elementary School implements the following strategies to recruit and retain highly qualified effective teachers:
• Providing all beginning teachers with a mentor teacher;
• Observing and consults with the new teacher(s) weekly;
• Meeting with new teacher(s) to plan and prepare weekly lessons;
• Engaging teachers in professional learning communities activities and protocols for professional learning;
• Maintaining and develop a schedule to include joint planning time for teachers;
• Supporting local job fairs to recruit new teachers;
• Reviewing resumes from qualified potential candidates through Teacher Match for employment when an instructional position becomes available.

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

Oak Grove Elementary School mentoring program involves the following practices:
• Assigning beginning/novice teacher with a mentor on the same grade level;

• Providing on-going demonstrations and modeling of lessons for effective classroom instruction;
• Providing appropriate resources and coaching support to enhance instructional delivery of the Comprehensive Research-based Reading Plan and Mathematics Program;
• Providing informal observations for reflections and peer feedback;
• Providing guidance utilizing the Instructional Performance Evaluation and Growth System (IPEGS) as a framework for performance.

The rationale for implementing the above mentoring activities is to ensure the novice teacher:
• Builds content knowledge and develop high capacity;
• Establishes solid routines for students to follow;
• Develops effective teaching techniques, instructional strategies and classroom practices for teaching and learning.

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.

Oak Grove Elementary School utilizes the researched-based McGraw-Hill Wonders Reading Program, McGraw-Hill Wonder Works Intervention Program, District adopted Social Studies Program, Science-JJ Boot Camp,and Saxon Intervention Programs. Additionally, the school uses the researched-based Houghton-Mifflin Mathematics Program, Go Math, all core instructional programs and materials are aligned with the Florida State Standards. These core instructional programs and materials are the current adoptions for curriculum instruction by the Miami-Dade County Public School System.

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.

Oak Grove Elementary School uses the proficiency, at-risk, and students by standard data results from Power BI and Gateway to Data (G2D) assessment reports to review and track the student's mathematics, and science performance and proficiency. The primary factor in determining if a student meets criteria to receive reading intervention is the students' Probability of Literacy Success (PLS) on the Florida State Assessment (FSA). Additionally, the grade specific Wonder Works Tier 2 Resource packet provided through the Response to Intervention (RtI) process assist with properly placing students into Wonder Works intervention foundational skills or Access Complex Text (ACT). The i-Ready data is also utilized to identify students who are in need of reading interventions.

Oak Grove Elementary engages in the following strategies to assist students who are having difficulty attaining proficiency on the state assessment:
• Data chats are conducted within the grade level and with the leadership team;
• Once the data has been analyzed the students are grouped based on the standards not mastered;
• An action plan is created outlining the differentiated instruction, effective instructional strategies, classroom routine and practices.

Students who do not master several of the reading standards receive differentiated instruction within the 90 minutes reading block to target the skills not mastered. Additionally, Tier 2 students also receive at least of 30 minutes of additional reading instruction through the Wonder Works Reading Intervention Plan. Tier 3 students receive an additional 90 minutes of intensive accelerative reading instruction. This reading intervention is two grade levels below the student's current grade level. The student receiving intervention is expected to perform at 80% accuracy. The student is monitored every 21 days through Growth Monitoring Assessments. In addition, the student is monitored throughout the 6 weeks intervention plan. After six weeks, the student is administered an exit assessment. After the exit assessment is scored, the MTSS/RtI team meets to determine if the students should exit the intervention program of if 6 more weeks of reading intervention is needed.

A similar plan is designed for a student who is not mastering grade level standards in mathematics. Differentiated instruction, Reflex Mathematics, and the i-Ready Mathematics Programs are used to ensure the student attains proficiency on the state assessment. In a like manner, the student who is achieving proficiency in reading, writing, mathematics, and science receives enrichment differentiated instructions as well as above level activities in reading and mathematics. The student also receives instruction using above level activities on MyOn Reader and i-Ready Reading, Mathematics and Go Mathematics Programs.

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: Weekend Program

Minutes added to school year: 1,440

Saturday Academy will be provided for bubble students who scored Level 3, 4, and 5 in the areas of reading, mathematics, and science in an effort to further challenge students.

Strategy Rationale

To increase student achievement across all content areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jones, Joyce, pr4021@dadeschools.net

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

Bi-weekly assessments, i-Ready, Topic Assessments will be analyzed to determine effectiveness.

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.

Oak Grove Elementary meets and articulates with early learning centers within our area to assist parents with their transition to grade school. Parents and their child are invited to attend a "meet and greet" session with kindergarten teachers and students. Our headstart students shadows our kindergarten students helping them become familiar with their transition to grade school. In addition, personnel from the middle school visit with our fifth grade students assisting them with their class schedule and answering questions about the middle school programs.

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.

To promote college and career awareness, Oak Grove Elementary promotes and implements Career Day activities and implements the 5000 Role Models of Excellent Program.

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, § 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.

N/A

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"Â? 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.

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If there is explicit and rigorous instruction then student achievement in all curricular areas 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 there is explicit and rigorous instruction then student achievement in all curricular areas will increase.
`1a`

🔑 G097109

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
FSAA Science Achievement	

Targeted Barriers to Achieving the Goal `3`

- Teachers capacity to deliver explicit and rigorous instruction across all curricular areas.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- MyON, Imagine Learning (ELL), i-Ready Reading Program, Wonders Reading Program, Wonder Works Reading Intervention Program, Florida Center for Reading Research (FCRR), Saxon Reading Program, Go Math Program, Reflex Math Program, Science J Boot Camp Program, Science Labs, Social Science Program, Pacing Guides, Researched-based Social Science Books K-5, Reading Coach, Math Coach, Science Liaison, Common Planning Time, and District Wedsite.

Plan to Monitor Progress Toward G1. `8`

Utilizing the FCIM, the LLT along with the MTSS/RtI team will meet throughout the school year to review the following student academic data: students' academic performance on weekly classroom assessments; students' quarterly grades; students' data reports from i-Ready; Imagine Learning; Wonders and Wonder Works Intervention Programs; Saxon Intervention Program; and District Assessments to determine the progress being made towards the identified goal.

Person Responsible
Joyce Jones

Schedule
Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion
Classroom Walk Throughs, Weekly and Bi-weekly Assessments, 2017-2018 Formative and Summative Assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If there is explicit and rigorous instruction then student achievement in all curricular areas will increase. [1]

G097109

G1.B1 Teachers capacity to deliver explicit and rigorous instruction across all curricular areas. [2]

B261231

G1.B1.S1 Implement explicit and rigorous instructional strategies to provide clear explanations conveying content and skills clearly so that students are led to master content. Using concise and specific language, modeling and aple guided and independent practice with corrective feeback, students will apply the skills that shape their thinking and present convincing argument. [4]

S276563

Strategy Rationale

Based on formal and informal observation there is a need for explicit, rigorous instruction has been identified.

Action Step 1 [5]

Implement professional learning protocols and activities to build capacity for delivering explicit and rigorous instructional strategies such as Survey, Predict, Annotate, Dissect/Evidence (SPADE): close analytical reading; Surveying the Text; Making Predictions; Analyzing/Annotating Text; Dissecting Questions; and Extracting Evidence to draw conclusions.

Person Responsible

Joyce Jones

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Professional learning community agendas, professional development sign-in sheets, lesson plans, classroom walk-through logs, student classwork with documented SPADE strategy, student reading/math/science data, student writing/science/math journals with documented SPADE strategy, schedules and minutes from data chats as a result of formative and summative assessments.

Action Step 2 `5`

Implement explicit and rigorous instructional strategies to provide clear explanations using concise and specific language conveying content and skills clearly so that students are led to master the text.

Person Responsible

Joyce Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walk-through logs, student reading journals documenting mastery of the text, student reading/science/math data, student writing/science/math journals documenting a clear understanding and explanations of the text.

Action Step 3 `5`

Model and provide ample guided and independent practice with corrective feedback, so that students are able apply the skills that shape their thinking and present convincing arguments.

Person Responsible

Joyce Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walk-through logs, student reading journals documenting deliberative practice of the skills and application of the instructional strategies, student reading/science/math data, student writing/science/math journals documenting responses to corrective feedback and evidence of supporting arguments, formative and summative assessments.

Action Step 4 `5`

Provide professional learning community protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporate Levels 1-4 on the DOK Educator Wheel.

Person Responsible

Joyce Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Professional learning community agendas, professional development sign-in sheets, lesson plans, classroom walk-through logs, student reading journals documenting DOK instruction, student reading/science/math data, student writing/science/math journals documenting progressive applications of DOK levels, schedules and minutes from data chats with teachers, formative and summative assessments.

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

In order to monitor the fidelity of implementation lesson plans, accountability talks with students, data chats and teacher reflection, observations of delivery of instruction, and classroom walk-throughs will be utilized.

Person Responsible

Joyce Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walk-through logs, student work folders, student reading/writing/science/math data, student reading/writing/science/math journals.

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

Oak Grove Elementary will monitor the effectiveness of the strategy implemented through students' engagement and collaborative conversations, students' academic performance on weekly classroom assessments, students' quarterly grades, students' data reports from i-Ready, Imagine Learning, Wonders and Wonder Works Intervention Programs.

Person Responsible

Joyce Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walk-throughs, student work folders, student reading/writing data and journals, student science/math data and journals, growth monitoring data, predicted data chart, and on-going progress monitoring.

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 🔑 M400865	Utilizing the FCIM, the LLT along with the MTSS/RtI team will meet throughout the school year to...	Jones, Joyce	8/21/2017	Classroom Walk Throughs, Weekly and Bi-weekly Assessments, 2017-2018 Formative and Summative Assessments.	5/31/2018 weekly
G1.B1.S1.MA1 🔑 M400863	Oak Grove Elementary will monitor the effectiveness of the strategy implemented through students'...	Jones, Joyce	8/21/2017	Lesson plans, classroom walk-throughs, student work folders, student reading/writing data and journals, student science/math data and journals, growth monitoring data, predicted data chart, and on-going progress monitoring.	5/31/2018 weekly
G1.B1.S1.MA1 🔑 M400864	In order to monitor the fidelity of implementation lesson plans, accountability talks with...	Jones, Joyce	8/21/2017	Lesson plans, classroom walk-through logs, student work folders, student reading/writing/science/math data, student reading/writing/science/math journals.	5/31/2018 weekly
G1.B1.S1.A1 🔑 A372741	Implement professional learning protocols and activities to build capacity for delivering explicit...	Jones, Joyce	8/21/2017	Professional learning community agendas, professional development sign-in sheets, lesson plans, classroom walk-through logs, student classwork with documented SPADE strategy, student reading/math/science data, student writing/science/math journals with documented SPADE strategy, schedules and minutes from data chats as a result of formative and summative assessments.	5/31/2018 biweekly
G1.B1.S1.A2 🔑 A372742	Implement explicit and rigorous instructional strategies to provide clear explanations using...	Jones, Joyce	8/21/2017	Lesson plans, classroom walk-through logs, student reading journals documenting mastery of the text, student reading/science/math data, student writing/science/math journals documenting a clear understanding and explanations of the text.	5/31/2018 weekly
G1.B1.S1.A3 🔑 A372743	Model and provide ample guided and independent practice with corrective feedback, so that students...	Jones, Joyce	8/21/2017	Lesson plans, classroom walk-through logs, student reading journals documenting deliberative practice of the skills and application of the instructional strategies, student reading/science/math data, student writing/science/math journals documenting responses to corrective feedback and evidence of supporting arguments, formative and summative assessments.	5/31/2018 weekly
G1.B1.S1.A4 🔑 A372744	Provide professional learning community protocols and activities that build capacity for...	Jones, Joyce	8/21/2017	Professional learning community agendas, professional development sign-in sheets, lesson plans, classroom walk-through logs, student reading journals documenting DOK instruction, student reading/science/math data, student writing/science/math journals documenting progressive applications of DOK levels, schedules and minutes from data chats with teachers, formative and summative assessments.	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If there is explicit and rigorous instruction then student achievement in all curricular areas will increase.

G1.B1 Teachers capacity to deliver explicit and rigorous instruction across all curricular areas.

G1.B1.S1 Implement explicit and rigorous instructional strategies to provide clear explanations conveying content and skills clearly so that students are led to master content. Using concise and specific language, modeling and aple guided and independent practice with corrective feeback, students will apply the skills that shape their thinking and present convincing argument.

PD Opportunity 1

Implement professional learning protocols and activities to build capacity for delivering explicit and rigorous instructional strategies such as Survey, Predict, Annotate, Dissect/Evidence (SPADE): close analytical reading; Surveying the Text; Making Predictions; Analyzing/Annotating Text; Dissecting Questions; and Extracting Evidence to draw conclusions.

Facilitator

Deborah Y. Collins

Participants

Classroom and Special Area Teachers

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

PD Opportunity 2

Provide professional learning community protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporate Levels 1-4 on the DOK Educator Wheel.

Facilitator

Deborah Y. Collins

Participants

Classroom and Special Area Teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

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	Implement professional learning protocols and activities to build capacity for delivering explicit and rigorous instructional strategies such as Survey, Predict, Annotate, Dissect/Evidence (SPADE): close analytical reading; Surveying the Text; Making Predictions; Analyzing/Annotating Text; Dissecting Questions; and Extracting Evidence to draw conclusions.	$0.00
2	G1.B1.S1.A2	Implement explicit and rigorous instructional strategies to provide clear explanations using concise and specific language conveying content and skills clearly so that students are led to master the text.	$0.00
3	G1.B1.S1.A3	Model and provide ample guided and independent practice with corrective feedback, so that students are able apply the skills that shape their thinking and present convincing arguments.	$0.00
4	G1.B1.S1.A4	Provide professional learning community protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporate Levels 1-4 on the DOK Educator Wheel.	$0.00
		Total:	$0.00