Edison Park K 8 Center

2017-18 Schoolwide Improvement Plan

Edison Park K 8 Center

500 NW 67TH ST, Miami, FL 33150

http://edisonpark.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	97%

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

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Edison Park K 8 Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Edison Park K-8 Center is to involve parents, faculty, students, and the community in developing life-long learners to become positive citizens in today's society. This occurs through academic learning, mentoring, integrating technology, and providing a Nurturing environment to promote students' self-worth and self-esteem.

b. Provide the school's vision statement.

The vision of Edison Park K-8 Center is to create and communicate a successful and rigorous academic program by collaborating as a school community to develop critical thinkers of the 21st Century.

2. School Environment

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

The school employs an hourly Community Involvement Specialist to meet regularly with parents to discuss trends in the curriculum, opportunities for growth and any other information that the family needs. The school community holds diversity of culture in high regard, with students that support differences in one another and a staff that promotes cultural understanding.

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

The school creates a culture where students feel sale and respected before, during and after school by establishing a supportive environment that focuses on the success of each individual. This is measurable in the peer-mediation program as well as the various students' service programs offered at the school. Students are encouraged to approach differences cautiously and to not let their emotions dictate how situations are handled. The school's faculty and staff mediates situations among students with understanding of differences in order to ensure a safe and respectful learning environment.

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.

Our school uses a school-wide discipline plan. This plan supports the recognition of students that are showing positive behavior. All teachers, staff, administration and security are aware of the plan and the process to make sure that students are behaving appropriately and continue to be motivated and encouraged. Each classroom teacher utilizes a discipline plan checklist in order to encourage positive decision making practices. This is evident in digital interface programs such as classroom dojo and/or teacher-made strategies.

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 school is allotted a motivational counselor from Motivational Coaches of the United States, that reaches out to students that have been identified by either academic concerns, behavioral concerns or family needs. A Motivational coach is also employed full time at the school. This individual holds individual and large group counseling sessions to support at-risk students that are identified by previous academic and behavioral records as well as parental consent.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The registrar monitors the attendance roster. If a student is identified as being absent with frequency, the Guidance Counselor calls the parents to address the issue. For students that have excessive absences due to infractions, alternative suspension plans are utilized. These plans include group counseling, mentoring and peer mediation.

Data is analyzed to identify students not working on grade level. iReady data is analyzed and students are grouped according to need based on profile levels. For students in the middle school grades, the Guidance Counselor will identify those students that have received a letter grade of "D" or "F" and will provide them with group counseling. Points are kept accurately to ensure that each student will have the necessary grade to be promoted to the next grade level.

Students that scored a Profile 1-4 in Reading and Mathematics are automatically tracked with our RtI Checklist and data collection plan. Every Thursday, our Student Support Team meets to discuss any of these students including those students that were previously retained. Parents are included in the meeting along with teachers, the Guidance Counselor, the Assistant Principal and the ESE Chairperson. These meeting occur as well for those students showing early warning signs of behavior difficulties.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	11	2	8	2	9	17	2	0	0	0	0	0	53
Level 1 on statewide assessment	1	12	6	17	17	27	35	7	18	0	0	0	0	140

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	12	4	12	13	24	39	9	18	0	0	0	0	133

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

An RtI/MTSSS block is built into the daily schedule for Mathematics and English Language Arts. Teachers are trained to use the Wonder Works Intervention Program and iReady Teacher Toolbox to assist those students that have been identified. Funds are set aside to employ an interventionist to

work with those students that need the most assistance. Also, tutoring is made available to the total population in the core subject areas.

Weekly RtI/MTSSS meetings generate conversations regarding the outcome or inefficiency of intervention strategies for particular students. An active RtI Checklist is maintained to ensure that all data is collected and correct intervention strategies are being used.

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

Through Parent Teacher Student Association, (PTSA):
Provide increased Professional Development for parents.
Increase language/bilingual development workshops.
Provide continuing educational courses.

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

The school invites community members to several events during the school year. One such event is the Open House Night at the beginning of the school year. Business partners are asked to set up booths and provide information for our parents and students. Monthly Education Excellence School Advisory Council (EESAC) meeting are conducted to provide collaboration between community, parents, and school. Also, during the month of April, our school hosts Career Day. Partners, community members and local business owners are invited to speak with our students regarding their careers, college requirements and what to expect with their profession. The guests can also set up booths for information sessions with the whole school population. In order to motivate our teachers, community business owners and partners host meetings and several teacher appreciation events throughout the year. Our ESE students also participate with area businesses during experience based field trips.

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
Patrick, Carla	Principal
Brown, Pamela	Instructional Coach
Walton, Tonya	Instructional Coach
McIntosh, Joe Ann	Instructional Coach
Sparks, Marcus	Instructional Coach
Joiner, Jeri	School Counselor
Smith, Lesa	Teacher, K-12

b. Duties

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

Principal: Develops a purpose and goals that reflects continuous improvement to meet the needs of Tier 1, 2, and 3 intervention students. Facilitates the process and efforts of the MTSS Leadership Team and monitors efficiency of the implementation.

Assistant Principal: Ensures that school site stakeholders are implementing the MTSS/RtI process, monitor implementation and intervention support, conduct assessment of MTSS efforts, and ensure adequate professional development to support MTSS/RtI implementation, Retention/PMP Implementation/academic strategies to implement with Tier I, Tier 2, and Tier 3 students.

SPED Chairperson: Provides information about varying exceptionalities and align intervention efforts with Individual Educational Plans (IEP). Facilitate SPED meetings to disaggregate student data, and support weak performing teachers regarding instruction/intervention.

Interventionist: Instructs Tiered students with an individualized intensive strategies that will provide opportunities for students to develop skills necessary to become proficient.

Reading, Math & Science Coaches: Provides guidance on the implementation of the current Florida Sunshine State Standards (S.S.S) and research-based instructional strategies. Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating remedial activities across the curriculum.

School Psychologist: Assists in providing assessments and consultation services for Tier I, Tier 2, and Tier 3 students who are experiencing extreme instructional and/or behavioral difficulties.

Speech Language Pathologist: Services students who are in need of language development. Provides strategies to teachers and interventionist that will be incorporated during small group instruction.

Student Services Personnel: Supplies teachers with emotional, behavioral, and academic strategies to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or

summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Liaison Specialists (CLS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived,

foreign born students

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

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
HIV/AIDS Curriculum: AIDS Get the Facts!

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carla Patrick	Principal
Antoinette Klucar	Teacher
Tonya Walton	Teacher
LilieMae Rolle-Vickers	Teacher
Jacqueline House	Teacher
Elda Duroseau	Parent
Marjorie Marseille	Education Support Employee
Stephanie Seraphin	Student
Bertholly LaFrance	Principal
Keytrona Johnson	Teacher
Marina Tavarez	Teacher
Sharon Simmons	Teacher
Alexandre Fatal	Education Support Employee
Carla Cadet	Parent
Yolanda Fergurson	Parent
Denise Rodriquez	Parent
Junior Dor	Parent
Estere Seraphin	Parent
Vincent Hall	Parent
Juliana Ubinas	Parent
Leonce Luma	Student
Patrick Range	Business/Community
Michael Cure	Business/Community
Carson Smith	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC participated through a formal meeting and voting of the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

Instructional Coaches assisted in the preparation and evaluation of the SIP. Throughout the writing process, the faculty and staff, including all EESAC members are provided copies of goals and action plans. The EESAC meets formally to approve the contents of the plan.

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

Informal review of budget and plan.

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

Student achievement and attendance incentives which consisted of ribbons, trophies, and award celebrations for student achievement and ice-cream sundae parties and movie days for attendance incentives.

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
Brown, Pamela	Instructional Coach
Walton, Tonya	Instructional Coach
Patrick, Carla	Principal
McIntosh, Joe Ann	Instructional Coach
Sparks, Marcus	Instructional Coach
Smith, Lesa	Teacher, K-12

b. Duties

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

Literacy is promoted school-wide through the use of iReady in Reading and Mathematics. Students are required to have time on task, depending on their individual tiers and 70% of lessons passed. Literacy is also promoted through the Whooo's Reading program where students are expected to read a minimum of one book bi-weekly on their instructional level. Teachers are provided with Professional Development in Reading and Writing to addresses the varying levels of students and to ensure that reading and writing are evident across the curriculum. There is an expectation that all lessons taught have an end product in the form of writing.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The schedule includes time for collaborative planning as well as common planning by grade level. The school also has a committee list providing the teachers with the opportunity to develop plans and programs for the school outside of the curricular activities. Teachers are also encouraged to participate in Professional Learning Communities with their colleagues.

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

1. Attend professional development that address individual needs
2. Teacher and Student recognition for attendance
3. Regular meetings with new teachers and principal to review strengths and address areas of concern or need
4. Grading period recognition for academic achievement for students.
5. Recognize teachers with Dojo points

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

New teachers to the building were assigned a mentor teacher for guidance, school policies and procedures and safety procedures. New teachers were assigned mentors (MINT) that have received training for this purpose.

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.

The school ensures its core instructional programs and materials are aligned to Florida Standards by providing professional development. These sessions of professional development are geared to unwrapping the standards, using item specifications and District generated plans and calendars. Materials that are used are District approved. During formal and informal observations, the Literacy Team ensures that the curriculum content being addressed is in-line with the district's pacing guides and calendars. Teachers have the opportunity to meet and discuss plans with the District's Curriculum Support Specialists and in-house instructional coaches on a weekly basis.

b. Instructional Strategies

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

The school uses data to drive instruction. This data is also analyzed in order to meet the diverse needs of our students. Depending on the students' outcome, the students are placed in groups for Differentiated Instruction. Students that score below grade level are grouped so that the teacher and/or interventionist can use materials needed to develop Foundation skills. Students that show mastery at grade level are provided Differentiated Instruction with challenging material that includes a rigorous activity. Students in grades 6, 7 and 8 are grouped according to last year's FSA scores for reading. Students that scored Levels 1 and 2 are placed in an intensive reading course. Those that scored three and above are given the opportunity to participate in a Journalism class that provides exposure to enriching activities and research based projects. Students that score three and above on the mathematics portion of the FSA, are given the opportunity to take Algebra I.

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

Strategy: After School Program

Minutes added to school year: 1,200

-Classes being provided with the infusion of technology to target students at levels 3-5 on the FSA.

-Clubs and activities, i.e., Robotics, Debate, Language, iReady

-Common Planning is built into the schedule as well as intensive planning provided with instructional coaches.

-ELL students are tutored after school by paid certified teachers.

Strategy Rationale

If the teachers are well prepared and understand how to plan with accuracy and rigor, the students will be able to benefit from excellent quality instruction. Allowing after-school activities will enhance critical thinking and analytical skills.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Brown, Pamela, pnbrown@dadeschools.net

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

Data is collected after assessment are administered to students and is disaggregated by reporting categories to analyze students strengths and weaknesses. Strategies are put into place to remediate deficiencies and to drive classroom instruction.

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, §
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.

Title I Administration assists Edison Park K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In Edison Park K-8 Center, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"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.

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. Students in all sub groups' 2017 FSA performance data indicates that there is a deficiency in Reporting Category Number 3-Integration of Knowledge and Ideas in grades 4-7 and in Reporting Category Number 1-Key Ideas and Details in grade 3. If these deficiencies are addressed by teachers and instructional coaches with planning of rigorous activities during common planning sessions and improvement in core instruction in reading then student achievement will be increased.

G2. If there is ongoing progress monitoring based on i-Ready data, then students in all subgroups will be able to remediate standards through small group instruction along with online lessons provided by the teachers.

G3. Areas of deficiency as noted on the 2017 administration of the FCAT 2.0 Science test Reporting Category is Life Science and the Nature of Science. If these deficiencies are addressed by improving core instruction in Science, through the planning of rigorous activities during common planning sessions with teachers and instructional coach, then there will be an increase in student achievement.

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. Students in all sub groups' 2017 FSA performance data indicates that there is a deficiency in Reporting Category Number 3-Integration of Knowledge and Ideas in grades 4-7 and in Reporting Category Number 1-Key Ideas and Details in grade 3. If these deficiencies are addressed by teachers and instructional coaches with planning of rigorous activities during common planning sessions and improvement in core instruction in reading then student achievement will be increased. 1a

🔑 G097134

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	28.0

Targeted Barriers to Achieving the Goal 3

- Students experience difficulty with identifying embedded, implied and inferred meaning of text. When comparing multiple pieces of text, students have difficulty siting evidence from these pieces and correlating ideas to reach a deeper understanding of the text. Students have difficulty transferring information into writing and explaining the reasoning behind their claims. Students also experience difficulty extracting key information for basic comprehension of text. Teachers are not providing Instructional Delivery that is clear and skillful through the use of explicit instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Division of Academics Curriculum Support Specialist and school Instructional Coaches will assist teachers with the implementation of the Close Read model as an instructional framework to support students in content, skills and strategy acquisition. Professional development will be provided on aligning Florida Standards and the instructional delivery through the Close Read process.

Plan to Monitor Progress Toward G1. 8

Students will receive differentiated instruction at their reading level during small group reading sessions, during independent reading activities, at literacy work stations, and with the use of technology.

Person Responsible
Pamela Brown

Schedule
Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion
Formative Assessments

G2. If there is ongoing progress monitoring based on i-Ready data, then students in all subgroups will be able to remediate standards through small group instruction along with online lessons provided by the teachers. 1a

🔑 G097135

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Students come in with a lack of prerequisite skills across all grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Division of Academic Curriculum Support Specialist and School Instructional Coach will assist teachers with the implementation of the gradual release of responsibility model as an instructional framework to support students in content, skills and strategy acquisition.

Plan to Monitor Progress Toward G2. 8

Use data to drive instructions. Have data chats and create an instructional focus calendar (IFC) for benchmarks not mastered.

Person Responsible
Marcus Sparks

Schedule
Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion
Baseline, Fall, Winter, and Chapter Assessments

G3. Areas of deficiency as noted on the 2017 administration of the FCAT 2.0 Science test Reporting Category is Life Science and the Nature of Science. If these deficiencies are addressed by improving core instruction in Science, through the planning of rigorous activities during common planning sessions with teachers and instructional coach, then there will be an increase in student achievement. `1a`

🔍 G097136

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0

Targeted Barriers to Achieving the Goal `3`

- Teacher lack the presentation of lessons that clearly and skillfully use explicit instruction. Students require additional assistance in analyzing science scenarios and incorporating inquiry-based science experiments. There is insufficient evidence of effective conclusion writing in investigations and/or hands on activities.

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

- Division of Academics Curriculum Support Specialist and Instructional Coach will plan, model and coach for the CER. They will implement collaborative structures to routinely plan through horizontal and vertical teams in order to address the course objectives described in the pacing guides and FLDOE Course Descriptions.

Plan to Monitor Progress Toward G3. `8`

• Fifth and eighth grade teachers will work with students to identify community issues that can be addressed through service learning.
• Provide opportunities for students to identify relationships between structures and functions of organisms.
• Encourage students to participate in applied STEAM activities, i.e., Science Fair, SECME, The Flying Classroom, and other types of science competitions.
• After each grading period or semester, choose 1 day for a mini-science camp to address through hands-on activities all major benchmarks from that grading period

Person Responsible
Joe Ann McIntosh

Schedule
Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion
The 2018 FCAT 2.0 results will be used to determine the completion

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. Students in all sub groups' 2017 FSA performance data indicates that there is a deficiency in Reporting Category Number 3-Integration of Knowledge and Ideas in grades 4-7 and in Reporting Category Number 1-Key Ideas and Details in grade 3. If these deficiencies are addressed by teachers and instructional coaches with planning of rigorous activities during common planning sessions and improvement in core instruction in reading then student achievement will be increased. 1

🔍 G097134

G1.B1 Students experience difficulty with identifying embedded, implied and inferred meaning of text. When comparing multiple pieces of text, students have difficulty siting evidence from these pieces and correlating ideas to reach a deeper understanding of the text. Students have difficulty transferring information into writing and explaining the reasoning behind their claims. Students also experience difficulty extracting key information for basic comprehension of text. Teachers are not providing Instructional Delivery that is clear and skillful through the use of explicit instruction. 2

🔍 B261302

G1.B1.S1 Implement effective planning that is based on standards to include the Close Read Process and home learning assignments linked to standards taught. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔍 S276628

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities.

Action Step 1 5

District Curriculum Support Specialist will assist Instructional Coaches and Teachers to plan purposeful, rigorous and engaging instructional activities/lessons during collaborative planning time. Time for Common Planning/Schedules will reflect common planning time. Coaches will facilitate and lead common planning sessions.

Person Responsible

Pamela Brown

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The strategy will have been mastered when it is evident during classroom observations, review of lesson plans, student samples.

Action Step 2 5

Professional development to include planning based on standards to include the Close Read Process for effective instructional delivery, activities and future instructional paths.

Person Responsible

Tonya Walton

Schedule

Weekly, from 9/27/2017 to 10/13/2017

Evidence of Completion

The strategy will have been mastered when it is evident through lesson plans and during instructional delivery observations.

Action Step 3 5

Develop a model classroom with student sample and end products that are evidence of purposeful, rigorous engaging instructional activities and lessons.

Person Responsible

Pamela Brown

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The strategy will have been mastered when it is evident that all classrooms could be model classrooms.

Action Step 4 5

Monitor the fidelity of interventions utilizing a tracker to capture students' progress monitoring data.

Person Responsible

Pamela Brown

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Progress monitoring data will show increased improvement for each assessment.

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

Each identified action step will be monitored by the leadership team on an on-going basis. The impact from these endeavors will be reviewed at a minimum of once per month.

Person Responsible

Carla Patrick

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom observations and assessment data

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

Each action step will be monitored by the leadership team at least a minimum of once per month.

Person Responsible

Carla Patrick

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom observations and assessment data

G2. If there is ongoing progress monitoring based on i-Ready data, then students in all subgroups will be able to remediate standards through small group instruction along with online lessons provided by the teachers. `1`

🔑 G097135

G2.B1 Students come in with a lack of prerequisite skills across all grade levels. `2`

🔑 B261303

G2.B1.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. `4`

🔑 S276629

Strategy Rationale

The need for the infusing of higher order thinking strategies to assist students in recording important facts, processing prior knowledge and making real-world connections during the learning process.

Action Step 1 `5`

Provide contexts for mathematical exploration and development of students' understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts of whole numbers, fractions, and decimals. Solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object. Describe and apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division. Describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Relate halves, fourths, tenths, and hundredths to percents, and
vice versa. Interpret solutions to division situations, including remainders. Identify and graph integers on
a number line; compare and order integers. Determine the volume of prisms and determine the surface
area of prisms given a graphic or net. Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics.

Person Responsible

Marcus Sparks

Schedule

Annually, from 8/21/2017 to 6/7/2018

Evidence of Completion

Pre-Test, Assessments

Action Step 2 `5`

Engage students in activities to use technology (I-Ready, Promethean Board utilizing online Go Math! interaction,
IXL, etc.)

Person Responsible

Marcus Sparks

Schedule

Annually, from 8/21/2017 to 6/7/2018

Evidence of Completion

I-Ready Diagnostic Report, observation on the use of technology, results of District Assessments

Action Step 3 `5`

Division of Academics Curriculum Support Specialists will assist School Instructional Coach and Teachers to plan purposeful, rigorous and engaging instructional activities/ lessons during collaborative planning time which reflect clear, logical, sequential, and aligned to standards-based learning. Schedules will reflect common planning time. Coach will facilitate and lead common planning sessions.

Person Responsible

Marcus Sparks

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans, minutes from meeting, agendas

Action Step 4 `5`

Professional development to include Differentiated Instruction presenting concepts at different levels of complexity, responding to students' at developmental levels.

Person Responsible

Marcus Sparks

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

PD for Teachers to include Differentiated Instruction

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Classroom observations

Person Responsible

Marcus Sparks

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Review students' Differentiated and Core Instruction to ensure adequate progress and to adjust instruction.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Review district and school data reports in Power BI and G2D to ensure student progress is being made and make necessary adjustments.

Person Responsible

Marcus Sparks

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Review reports from G2D and Power BI to ensure adequate progress and to adjust instruction.

G3. Areas of deficiency as noted on the 2017 administration of the FCAT 2.0 Science test Reporting Category is Life Science and the Nature of Science. If these deficiencies are addressed by improving core instruction in Science, through the planning of rigorous activities during common planning sessions with teachers and instructional coach, then there will be an increase in student achievement. `1`

🔑 G097136

G3.B1 Teacher lack the presentation of lessons that clearly and skillfully use explicit instruction. Students require additional assistance in analyzing science scenarios and incorporating inquiry-based science experiments. There is insufficient evidence of effective conclusion writing in investigations and/or hands on activities. `2`

🔑 B261304

G3.B1.S1 -Journals will be utilized daily -Data from Topic and Unit assessments will be analyzed to monitor effectiveness and student progress. -Provide a variety of hands-on, inquiry-based learning opportunities for students to analyze, draw sound conclusions, and to experience the scientific method by participating in Hands-On Inquiry based lessons. -During common planning the Instructional Coach will model how to present clear and skillful lessons that use explicit instruction. `4`

🔑 S276630

Strategy Rationale

Student will be able to master daily objectives and benchmarks
Students will be able to effectively write conclusions to investigations and/or hands-on activities.

Action Step 1 `5`

The students enter 5th and 8th grade with varying experiences and interests in science. Teachers will provide opportunities for students to engage in peer to peer and community service learning through projects within the classroom, school, and or community that increase awareness of current issues in science. Journals will be utilized daily to explore current issues in science. Teachers will attend PD in "Writing with Evidence", to effectively utilize class journals. The Science Coach and the classroom teacher will review lab reports and conclusions during common planning.

Person Responsible

Joe Ann McIntosh

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data from bi weekly Topic and Unit assessments will be analyzed to monitor effectiveness and student progress

Action Step 2 `5`

Division of Academics Curriculum Support Specialists, Instructional Coach and Teachers to plan purposeful, rigorous and engaging instructional activities lessons during collaborative planning time.
-Schedules will reflect common planning time
-Coaches will facilitate and lead common planning sessions.

Person Responsible

Joe Ann McIntosh

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data from Topic and Unit assessments will be analyzed to monitor effectiveness and student progress

Action Step 3 `5`

-Professional development to include unwrapping the standards for effective instructional activities and future instructional activities.
-Effectively write up of lab investigation reports

Person Responsible

Joe Ann McIntosh

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data from Topic and Unite Assessments will be analyzed to monitor effectiveness and student progress

Action Step 4 ⬛5

Data from Topic and Unit assessments will be analyzed to monitor effectiveness of classroom instructional delivery and student progress. District interim data will be also be analyzed. The 2018 FCAT 2.0 results will be used to determine the effectiveness of this monitoring and analyzing strategy. A variety of hands-on inquiry-based learning opportunities will be provided for students to analyze, draw sound conclusions, apply key instructional concepts, and to experience the scientific method by participating in Hands-On Inquiry based lessons, STEAM activity night, Discovery Education technology lessons and GIZMOS, After School Tutoring, SECME, Saturday School, and Academic Enrichment Activities during the Robotics After-School program.

Person Responsible

Joe Ann McIntosh

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data from topic, unit, and District interim data will be analyzed to monitor student progress.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 ⬛6

Instructional Walkthroughs

Person Responsible

Joe Ann McIntosh

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student work folders, data from Topic and Unit Assessments, and completion of lab write up reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Data from the District Interim. Topic and Unit Assessments will be analyzed to monitor effectiveness and student progress

Person Responsible

Joe Ann McIntosh

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The 2018 FCAT 2.0 results will be used to determine the effectiveness of this strategy

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A372906	Professional development to include planning based on standards to include the Close Read Process...	Walton, Tonya	9/27/2017	The strategy will have been mastered when it is evident through lesson plans and during instructional delivery observations.	10/13/2017 weekly
G1.MA1 M401013	Students will receive differentiated instruction at their reading level during small group reading...	Brown, Pamela	8/21/2017	Formative Assessments	6/7/2018 weekly
G2.MA1 M401016	Use data to drive instructions. Have data chats and create an instructional focus calendar (IFC)...	Sparks, Marcus	8/21/2017	Baseline, Fall, Winter, and Chapter Assessments	6/7/2018 quarterly
G3.MA1 M401019	• Fifth and eighth grade teachers will work with students to identify community issues that can be...	McIntosh, Joe Ann	8/21/2017	The 2018 FCAT 2.0 results will be used to determine the completion	6/7/2018 daily
G1.B1.S1.MA1 M401011	Each action step will be monitored by the leadership team at least a minimum of once per month.	Patrick, Carla	8/21/2017	Classroom observations and assessment data	6/7/2018 monthly
G1.B1.S1.MA1 M401012	Each identified action step will be monitored by the leadership team on an on-going basis. The...	Patrick, Carla	8/21/2017	Classroom observations and assessment data	6/7/2018 monthly
G1.B1.S1.A1 A372905	District Curriculum Support Specialist will assist Instructional Coaches and Teachers to plan...	Brown, Pamela	8/21/2017	The strategy will have been mastered when it is evident during classroom observations, review of lesson plans, student samples.	6/7/2018 weekly
G1.B1.S1.A3 A372907	Develop a model classroom with student sample and end products that are evidence of purposeful,...	Brown, Pamela	8/21/2017	The strategy will have been mastered when it is evident that all classrooms could be model classrooms.	6/7/2018 monthly
G1.B1.S1.A4 A372908	Monitor the fidelity of interventions utilizing a tracker to capture students' progress monitoring...	Brown, Pamela	8/21/2017	Progress monitoring data will show increased improvement for each assessment.	6/7/2018 biweekly
G2.B1.S1.MA1 M401014	Review district and school data reports in Power BI and G2D to ensure student progress is being...	Sparks, Marcus	8/21/2017	Review reports from G2D and Power BI to ensure adequate progress and to adjust instruction.	6/7/2018 biweekly
G2.B1.S1.MA1 M401015	Classroom observations	Sparks, Marcus	8/21/2017	Review students' Differentiated and Core Instruction to ensure adequate progress and to adjust instruction.	6/7/2018 biweekly
G2.B1.S1.A1 A372909	Provide contexts for mathematical exploration and development of students' understanding of number...	Sparks, Marcus	8/21/2017	Pre-Test, Assessments	6/7/2018 annually
G2.B1.S1.A2 A372910	Engage students in activities to use technology (I-Ready, Promethean Board utilizing online Go...	Sparks, Marcus	8/21/2017	I-Ready Diagnostic Report, observation on the use of technology, results of District Assessments	6/7/2018 annually
G2.B1.S1.A3 A372911	Division of Academics Curriculum Support Specialists will assist School Instructional Coach and...	Sparks, Marcus	8/21/2017	Lesson plans, minutes from meeting, agendas	6/7/2018 weekly
G2.B1.S1.A4 A372912	Professional development to include Differentiated Instruction presenting concepts at different...	Sparks, Marcus	8/21/2017	PD for Teachers to include Differentiated Instruction	6/7/2018 biweekly
G3.B1.S1.MA1 M401017	Data from the District Interim. Topic and Unit Assessments will be analyzed to monitor...	McIntosh, Joe Ann	8/21/2017	The 2018 FCAT 2.0 results will be used to determine the effectiveness of this strategy	6/7/2018 weekly
G3.B1.S1.MA1 M401018	Instructional Walkthroughs	McIntosh, Joe Ann	8/21/2017	Student work folders, data from Topic and Unit Assessments, and completion of lab write up reports.	6/7/2018 quarterly
G3.B1.S1.A1 A372913	The students enter 5th and 8th grade with varying experiences and interests in science. Teachers...	McIntosh, Joe Ann	8/21/2017	Data from bi weekly Topic and Unit assessments will be analyzed to	6/7/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				monitor effectiveness and student progress	
G3.B1.S1.A2 🔑 A372914	Division of Academics Curriculum Support Specialists, Instructional Coach and Teachers to plan...	McIntosh, Joe Ann	8/21/2017	Data from Topic and Unit assessments will be analyzed to monitor effectiveness and student progress	6/7/2018 weekly
G3.B1.S1.A3 🔑 A372915	-Professional development to include unwrapping the standards for effective instructional...	McIntosh, Joe Ann	8/21/2017	Data from Topic and Unite Assessments will be analyzed to monitor effectiveness and student progress	6/7/2018 monthly
G3.B1.S1.A4 🔑 A372916	Data from Topic and Unit assessments will be analyzed to monitor effectiveness of classroom...	McIntosh, Joe Ann	8/21/2017	Data from topic, unit, and District interim data will be analyzed to monitor student progress.	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. Students in all sub groups' 2017 FSA performance data indicates that there is a deficiency in Reporting Category Number 3-Integration of Knowledge and Ideas in grades 4-7 and in Reporting Category Number 1-Key Ideas and Details in grade 3. If these deficiencies are addressed by teachers and instructional coaches with planning of rigorous activities during common planning sessions and improvement in core instruction in reading then student achievement will be increased.

G1.B1 Students experience difficulty with identifying embedded, implied and inferred meaning of text. When comparing multiple pieces of text, students have difficulty siting evidence from these pieces and correlating ideas to reach a deeper understanding of the text. Students have difficulty transferring information into writing and explaining the reasoning behind their claims. Students also experience difficulty extracting key information for basic comprehension of text. Teachers are not providing Instructional Delivery that is clear and skillful through the use of explicit instruction.

G1.B1.S1 Implement effective planning that is based on standards to include the Close Read Process and home learning assignments linked to standards taught. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Professional development to include planning based on standards to include the Close Read Process for effective instructional delivery, activities and future instructional paths.

Facilitator

Participants

Schedule

Weekly, from 9/27/2017 to 10/13/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	District Curriculum Support Specialist will assist Instructional Coaches and Teachers to plan purposeful, rigorous and engaging instructional activities/lessons during collaborative planning time. Time for Common Planning/Schedules will reflect common planning time. Coaches will facilitate and lead common planning sessions.	$0.00
2	G1.B1.S1.A2	Professional development to include planning based on standards to include the Close Read Process for effective instructional delivery, activities and future instructional paths.	$0.00
3	G1.B1.S1.A3	Develop a model classroom with student sample and end products that are evidence of purposeful, rigorous engaging instructional activities and lessons.	$0.00
4	G1.B1.S1.A4	Monitor the fidelity of interventions utilizing a tracker to capture students' progress monitoring data.	$0.00
5	G2.B1.S1.A1	Provide contexts for mathematical exploration and development of students' understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts of whole numbers, fractions, and decimals. Solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object. Describe and apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division. Describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Relate halves, fourths, tenths, and hundredths to percents, and vice versa. Interpret solutions to division situations, including remainders. Identify and graph integers on a number line; compare and order integers. Determine the volume of prisms and determine the surface area of prisms given a graphic or net. Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics.	$0.00
6	G2.B1.S1.A2	Engage students in activities to use technology (I-Ready, Promethean Board utilizing online Go Math! interaction, IXL, etc.)	$0.00
7	G2.B1.S1.A3	Division of Academics Curriculum Support Specialists will assist School Instructional Coach and Teachers to plan purposeful, rigorous and engaging instructional activities/lessons during collaborative planning time which reflect clear, logical, sequential, and aligned to standards-based learning. Schedules will reflect common planning time. Coach will facilitate and lead common planning sessions.	$0.00
8	G2.B1.S1.A4	Professional development to include Differentiated Instruction presenting concepts at different levels of complexity, responding to students' at developmental levels.	$0.00
9	G3.B1.S1.A1	The students enter 5th and 8th grade with varying experiences and interests in science. Teachers will provide opportunities for students to engage in peer to peer and community service learning through projects within the classroom, school, and or community that increase awareness of current issues in science. Journals will be utilized daily to explore current issues in science. Teachers will attend PD in "Writing with Evidence", to effectively utilize class journals. The Science Coach and the classroom teacher will review lab reports and conclusions during common planning.	$0.00
10	G3.B1.S1.A2	Division of Academics Curriculum Support Specialists, Instructional Coach and Teachers to plan purposeful, rigorous and engaging instructional activities lessons during	$0.00

		collaborative planning time. -Schedules will reflect common planning time -Coaches will facilitate and lead common planning sessions.	
11	G3.B1.S1.A3	-Professional development to include unwrapping the standards for effective instructional activities and future instructional activities. -Effectively write up of lab investigation reports	$0.00
12	G3.B1.S1.A4	Data from Topic and Unit assessments will be analyzed to monitor effectiveness of classroom instructional delivery and student progress. District interim data will be also be analyzed. The 2018 FCAT 2.0 results will be used to determine the effectiveness of this monitoring and analyzing strategy. A variety of hands-on inquiry-based learning opportunities will be provided for students to analyze, draw sound conclusions, apply key instructional concepts, and to experience the scientific method by participating in Hands-On Inquiry based lessons, STEAM activity night, Discovery Education technology lessons and GIZMOS, After School Tutoring, SECME, Saturday School, and Academic Enrichment Activities during the Robotics After-School program.	$0.00
		Total:	$0.00