



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Bunche Park Elementary School

16001 BUNCHE PARK DR

Miami Gardens, FL 33054

305-621-1469

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> C
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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Bunche Park Elementary School

##### Principal

Yesenia M. Aponte

##### School Advisory Council chair

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#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mrs. Yesenia M. Aponte	Principal
Mrs. Marie R. Dugas	Assistant Principal
Mrs. Kimberly Negron	Reading Coach
Mrs. Yusimi Osteen	Science Coach
Mrs. Debra Wilson	Special Education Personnel
Dr. De La Cruz	Special Education Personnel
Mrs. Ruby Sheffield	School Guidance Counselor
Mrs. Jo-Ann Levy	School Psychologist
Mrs. Alexa Alvarado	School Social Worker
Dr. Woodard	PASS Mentor Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

1 Principal, 1 UTD Steward, 5 Teachers, 1 Student, 1 Educational Support, 5 Parents, and 3 BCR

#### Involvement of the SAC in the development of the SIP

SAC analyzes recent data, identifies data trends and instructional implications. In addition, SAC members assist in the identifying barriers and developing appropriate strategies. The SAC monitors the School Improvement Plan throughout the school year.

**Activities of the SAC for the upcoming school year**

The SAC this school year will focus on monitoring the implementation of the School Improvement Plan (SIP), the academic programs offered at the school site and students' data. Additionally, SAC will become involved in increasing parental involvement.

**Projected use of school improvement funds, including the amount allocated to each project**

EESAC funds of \$1,302.00 will be allocated to the principal for monthly student achievement incentives including refreshments for the Seventy's Bunche, SAT Mock Incentives, and to purchase awards for End of the Year Award Ceremonies.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Yesenia M. Aponte</b>		
Principal	Years as Administrator: 7	Years at Current School: 7

**Credentials**

Bachelor Degree in Special Education from Florida International University; Masters of Science in Early Childhood Special Education from Nova Southeastern University; and Educational Specialist Degree in Education Leadership from Nova Southeastern University.

Certifications:  
 Varying Exceptionalities, Media Specialist, ESOL, Specific Learning Disabilities and Educational Leadership

**Performance Record**

2013, 2012, 2011, 2010, 2009  
 D, C, C, C, B  
 Read High Standards:  
 39%, 40%, 54%, 60%, 62%  
 Math High Standards:  
 54%, 53%, 71%, 58%, 64%  
 Read Learning Gains:  
 51%, 63%, 65%, 54%, 62%  
 Math Learning Gains:  
 56%, 52%, 65%, 57%, 47%  
 Read Lowest 25%:  
 45%, 72%, 50%, 45%, 77%  
 Math Lowest 25%:  
 56%, 61%, 60%, 57%, 60%  
 Reading AMO  
 57%  
 Math AMO  
 63%



<b>Marie R. Dugas</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

**Credentials**  
 Bachelor Degree in Business Administration from Florida International University;  
 Master of Science in Elementary Education from Nova Southeastern University; and Master of Education in Educational Leadership from American College of Education.  
 Certifications:  
 Elementary Ed, Educational Leadership, ESOL and Reading

**Performance Record**  
 2013, 2012, 2011, 2010, 2009  
 D, B, A, A, A  
 Read High Standards:  
 39%, 53%, 72%, 76%, 66%  
 Math High Standards:  
 54%, 51%, 67%, 68%, 71%  
 Read Learning Gains:  
 51%, 75%, 66%, 72%, 74%  
 Math Learning Gains:  
 56%, 68%, 74%, 69%, 74%  
 Read Lowest 25%:  
 45%, 83%, 65%, 65%, 71%  
 Math Lowest 25%:  
 56%, 69%, 81%, 72%, 80%  
 Reading AMO:  
 57%  
 Math AMO:  
 63%

Asst Principal	Years as Administrator:	Years at Current School:
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**Credentials**  
**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Kimberly M. Negrón</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Science in Communications from University of Miami; Masters of Science in Education from Barry University Certification: Reading K-6	
<b>Performance Record</b>	2013, 2012, 2011, 2010, 2009 C, D, C, B, B Reading High Standards: 39%, 38%, 57%, 66%, 65% Math High Standards: 54%, 41%, 77%, 73%, 71% Reading Learning Gains: 73%, 59%, 46%, 62%, 69% Math Learning Gains: 63%, 33%, 62%, 56%, 54% Reading Lowest 25%: 75%, 70%, 42%, 58%, 67% Math Lowest 25%: 58%, 23%, 73%, 60%, 67% Reading AMO: 57% Math AMO: 63%	

<b>Yusimi Osteen</b>		
Full-time / District-based	Years as Coach:	Years at Current School: 0
<b>Areas</b>	Science	
<b>Credentials</b>	Bachelors of Science in Elementary Education from Nova Southeastern University; Masters of Science Educational Leadership from Barry University (Summer 2014) Certification: Elementary Education K-6	
<b>Performance Record</b>	2013, 2012, 2011, 2010, 2009 D, C, B, C, B Read High Standards: 46%, 47%, 65%, 62%, 66% Math High Standards: 52%, 51%, 73%, 65%, 70% Read Learning Gains: 62%, 68%, 65%, 59%, 64% Math Learning Gains: 67%, 57%, 70%, 49%, 66% Read Lowest 25%: 56%, 77%, 49%, 60%, 66% Math Lowest 25%: 60%, 60%, 81%, 51%, 63% Science High Standards: 33%, 36%, 42%, 31%, 29% Reading AMO: 57% Math AMO: 63%	

<b>Maria Matta-Ortega</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 0</b>	<b>Years at Current School: 0</b>
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelors of Arts in Criminology from CUNY John J. College of Criminal Justice Masters of Science in Bilingual/Special Education from CUNY - City College PhD in Education Specialization in Learning, Instruction, and Innovation (Summer 2016) Certification: Prekindergarten/Primary Education Exceptional Student Education	
<b>Performance Record</b>	2013, 2012, 2011, 2010, 2009 D, C, D, C, C Read High Standards: 25%, 33%, 43%, 50%, 50% Math High Standards: 40%, 42%, 57%, 58%, 51% Read Learning Gains: 44%, 66%, 49%, 59%, 58% Math Learning Gains: 64%, 69%, 54%, 60%, 59% Read Lowest 25%: 62%, 74%, 53%, 63%, 59% Math Lowest 25%: 67%, 78%, 57%, 68%, 66% Reading AMO: 57% Math AMO: 63%	

**Classroom Teachers**

<b># of classroom teachers</b>	31
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	68%
<b># certified in-field</b>	31, 100%
<b># ESOL endorsed</b>	20, 65%
<b># reading endorsed</b>	5, 16%

**# with advanced degrees**

11, 35%

**# National Board Certified**

1, 3%

**# first-year teachers**

3, 10%

**# with 1-5 years of experience**

3, 10%

**# with 6-14 years of experience**

9, 29%

**# with 15 or more years of experience**

16, 52%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Collaborate and extend internship opportunities to prospective educators attending local colleges and Universities in an effort to recruit highly qualified teacher. Provide professional development opportunities such as Lesson Studies and/or Professional Learning Communities. Participate in weekly common planning time and data chats. Provide support assistance by the instructional coaches of the school. Bunche Park Elementary will continue partnerships with local universities and colleges in providing field experience and professional internships to aspiring educators.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Pairings of instructional staff will be done by pairing novice teachers with experienced teachers and teachers new to the school with a grade level/subject specific teachers. These partnerships will provide new teachers to the field and/or school site with opportunities for mentoring teams to meet,

observe each other, model best instructional practices. The mentors will provide structure guidance and regular, ongoing support for mentees.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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:

- \*Holding regular team meetings where problem solving is the sole focus.
- \*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.
- \*Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
- \*Responding when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
- \*Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
- \*Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- \*Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
- \*Gathering on-going 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:

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

The school improvement plan (SIP) summarizes the Bunche Park'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. 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.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

### Tier 1

Mrs. Yesenia M. Aponte, Principal and/or Mrs. Marie Dugas, assistant principal, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) and the school's Leadership Team will carry out SIP planning and MTSS problem solving. In addition to Tier 1 problem solving, the Leadership Team members will meet periodically, every 6 weeks, to review consensus, infrastructure, and implementation of building level MTSS.

### Tier 2

Mrs. Yesenia M. Aponte, Principal and/or Mrs. Marie Dugas, Assistant Principal, Mrs. Kimberly Negron, Reading Coach, Mrs. Yusimi Osteen, Science Coach, Mrs. Ruby Sheffield, School Guidance Counselor, Mrs. Jo-Ann Levy, School psychologist and Mrs. Alexa Alvarado, School Social Worker, and members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

### Tier 3

Mrs. Marie Dugas, assistant principal, Mrs. Kimberly Negron, Reading Coach, Mrs. Yusimi Osteen, Science Coach, Mrs. Ruby Sheffield, School guidance counselor, and Mrs. Jo-Ann Levy, School psychologist, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Bunche Park Elementary Leadership Team implements the Tier 1 and Tier 2 worksheets document that addresses and supports any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Bunche Park Elementary incorporates the following data sources and management systems:

### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Saxon Phonetic Intervention Program
- McGraw Hill Wonderworks Intervention Program
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

#### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

#### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Bunche Park Elementary will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using suggested tools found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

Bunche Park Elementary will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools.net>).

A description of MTSS and MTSS parent resources will be available on the school's web site, [bpe.dadeschools.net](http://bpe.dadeschools.net)

#### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**



**Strategy:** Extended Day for All Students**Minutes added to school year:** 60

As a result of Bunche Park Elementary being identified as one of the Lowest 100 Elementary schools in the state, Bunche Park Elementary has extended its school hours to 60 minutes daily in order to provide extended learning opportunities during the school day with intensive intervention programs and enrichment activities. Those students who would benefit from an enriched and/or accelerated curriculum participate in daily book talks based on trade books and in Reading Plus each for 30 minutes daily.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed. Reading Plus reports will be analyzed to determine students' progress.

**Who is responsible for monitoring implementation of this strategy?**

School site administrators and instructional coaches are responsible for the monitoring of this extended learning strategy.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Yesenia Aponte	Principal
Marie Dugas	Assistant Principal
Kimberly Negron	School Reading Coach
Yusimi Osteen	School Science Coach
Debra Wilson	Special Education personnel
Dr. De La Cruz	NBCT & SPED personnel
Ruby Sheffield	School guidance counselor
Jo-Ann Levy	School Psychologist
Maria Matta-Ortega	Math Coach

**How the school-based LLT functions**

A key factor to an individual school's success is building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of

providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

### **Major initiatives of the LLT**

Bunche Park Elementary has 3 major initiatives for this school year:

1. Implementation of the New Reading Series, McGraw Hill Wonders

As adoption of Common Core Standards approaches, it is vital for teachers to implement the new reading

series appropriately in order to expose and ensure that the Common Core Standards are instructed.

2. Implementation of Interventions

Fidelity of intervention is critical this school year for students at Bunche Park Elementary. The additional 60 minutes added to the school day is to ensure that students receive daily research based intervention to improve academic performance.

3. Monitoring and student achievement of students in the Lowest 25%.

Students in the lowest 25% did not make adequate learning gains in the past school year; this school year

emphasis will be placed on this subgroup in order to ensure that these students make substantial learning gains.

## **Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Title I Administration provides 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 initiative shared with supportive adults.

Bunche Park Elementary has a school-based Head Start Program and a Voluntary Pre-Kindergarten Classroom. The Voluntary Pre-Kindergarten class is funded by the VPK initiative and Title I funds. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments and site-visits from the Office of Early Childhood. Pre-Kindergarten teachers will use the Phonological and Early Literacy Inventory (PELI) to assess students' progress. Additionally, the Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. Furthermore, the FAIR is also used school wide to monitor student progress in the basic literacy skills, mid-year and end of the year. The FAIR which also measures letter naming, phonemic awareness, letter sounds, comprehension and vocabulary in Kindergarten. These classrooms are participating in activities with the general education curriculum, such as breakfast and lunch sessions, and general assemblies. In addition, these Pre-K teachers are invited to attend Kindergarten grade level meetings, in order to discuss and begin the articulation process from Pre-K to Kindergarten. All kindergarten parents are invited and encouraged to attend Open House on August 28, 2013.

During the latter months of the school year, May, Pre-K classes visit kindergarten classes and spend some time there to ease the transition process. Parents of preschoolers that attend nearby Early Learning centers were invited. The purpose of these meetings were to expose the new families to the curriculum and expectations of kindergarten and share strategies that they can implement at home during the summer to better prepare the children for kindergarten. Bunche Park Elementary also sent home to all Pre-K students a "Summer Learning Packet" in a Ziploc bag. These bags include books and a series of pre-requisite skills for kindergarteners that parents can review with their children prior to entering the new school year. Additionally, the READY School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten. Parent communication is a vital element in this program. Both, pre-kindergarten and kindergarten classes have a "Parent Communication Folder" that is sent home and returned daily with notes, flyers and/or essential information. Bunche Park's community involvement specialist is also instrumental in bridging parent communication with the school.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	39%	No	61%
American Indian				
Asian				
Black/African American	53%	40%	No	58%
Hispanic	63%	39%	No	66%
White				
English language learners	53%	46%	No	57%
Students with disabilities	59%	41%	No	63%
Economically disadvantaged	55%	39%	No	60%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	19%	41%
Students scoring at or above Achievement Level 4	11	11%	20%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	14	61%	62%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		51%	56%
Students in lowest 25% making learning gains (FCAT 2.0)		45%	51%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	74%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		39%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		24%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		82%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	54%	No	66%
American Indian				
Asian				
Black/African American	59%	53%	No	63%
Hispanic	70%	56%	No	73%
White				
English language learners	70%	69%	No	73%
Students with disabilities	61%	49%	No	65%
Economically disadvantaged	61%	53%	No	65%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	35%	48%
Students scoring at or above Achievement Level 4	13	13%	18%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		11%
Students scoring at or above Level 7	14	61%	62%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	60%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		14%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		8
Participation in STEM-related experiences provided for students	8	100%	85%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	54	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	14	5%	4%
Students who are not proficient in reading by third grade	27	69%	62%
Students who receive two or more behavior referrals	40	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

## Goals Summary

- G1.** Teachers will increase academic growth through modifications based on academic need and instructional level.
- G2.** Teachers will increase student performance through effective delivery of instruction.
- G3.** Teachers will increase student performance through effective delivery of the writing process during writing instruction.

## Goals Detail

**G1.** Teachers will increase academic growth through modifications based on academic need and instructional level.

### Targets Supported

#### Resources Available to Support the Goal

- iReady
- Virtual Mindplay

#### Targeted Barriers to Achieving the Goal

- Lack of effective lesson modifications.

### Plan to Monitor Progress Toward the Goal

Increase student performance through modification of curriculum.

#### Person or Persons Responsible

Teachers Instructional Coaches CSS

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Annual Review of IEP



**G2. Teachers will increase student performance through effective delivery of instruction.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- 1. Professional Development (District & School Based) 2. Modeling of Instruction (CSS & Coaches) 3. Common Planning 4. Technology (Smartboard, Laptop, Desktop Computers, ipad) 5. Data Chats 6. Interventionists (Title I Funding) 7. Supplemental Resources

**Targeted Barriers to Achieving the Goal**

- Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.
- Implementation of new Math and Reading curriculum through active learning strategies (manipulatives, graphic organizers, interactive journals).

**Plan to Monitor Progress Toward the Goal**

Increase student performance through effective delivery of instruction

**Person or Persons Responsible**

School Site Administrators Instructional Coaches ETO Instructional Supervisors Curriculum Support Specialists

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

2014 FCAT 2.0 Reading Assessment District Assessments Pre & Post Assessments

**G3.** Teachers will increase student performance through effective delivery of the writing process during writing instruction.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- WriteScore
- Supplemental Materials
- Writing CSS
- Mentor Text/Calibration Sets
- Writing at a Glance
- Document Camera

**Targeted Barriers to Achieving the Goal**

- Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**Plan to Monitor Progress Toward the Goal**

Increase student performance in the area of Writing

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

2014 FCAT 2.0 Writing 2014 FAA Writing Assessment

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will increase academic growth through modifications based on academic need and instructional level.

**G1.B1** Lack of effective lesson modifications.

**G1.B1.S1** Provide modifications for the SPED students.

#### Action Step 1

Utilize common planning to identify the access points necessary to design an instructional lesson with includes curriculum modifications and accommodations based on students' academic levels and disabilities.

#### Person or Persons Responsible

Instructional Coaches Department Chair CSS

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Instructional Framework Planning Sign-in Sheets Students' IEP

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

Instructional delivery that modifies curriculum to meet students' academic needs.

#### Person or Persons Responsible

Teachers Instructional Coaches CSS

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Annual IEP Goal Review Standardized Assessment Alternative Assessment

### Plan to Monitor Effectiveness of G1.B1.S1

Use assessment to determine student's learning gains.

#### Person or Persons Responsible

Teachers Instructional Coaches CSS

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Annual Review of Instructional IEP Florida Alternative Assessment

### G1.B1.S2 Provide students with continuous review/practice when learning concepts.

#### Action Step 1

Utilize student' Individualized Education Plans when planning for instruction to ensure appropriate lesson modification, repetition, and accommodations are being applied.

#### Person or Persons Responsible

LEA Representative CSS SPED Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Modification/Accommodation Checklist

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Instructional delivery that addresses students' needs by providing accommodations, modifications and continuous repetition to retain learned concepts.

#### Person or Persons Responsible

Administrators CSS LEA Representative

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

IEP Annual Review Goals Student Assessments

## Plan to Monitor Effectiveness of G1.B1.S2

Use assessment to determine student's learning gains.

### Person or Persons Responsible

Teachers CSS Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Annual Review of Instructional IEP Florida Alternative Assessment

**G2.** Teachers will increase student performance through effective delivery of instruction.

**G2.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G2.B1.S1** Professional Development on the gradual release model and DI.

### Action Step 1

Provide professional development on the gradual release model and DI

### Person or Persons Responsible

Instructional Coaches and CSS

### Target Dates or Schedule

September 2013

### Evidence of Completion

instructional lesson plans/ framework and instructional delivery.

### Facilitator:

Instructional Coaches and CSS

### Participants:

All General Education Teachers Grades K-5

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

#### Person or Persons Responsible

School Site administrators Instructional Coaches Curriculum Support

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Instructional Lesson Plans/Framework Instructional Delivery

### Plan to Monitor Effectiveness of G2.B1.S1

Improvement in Instructional delivery and effective of differentiated instruction

#### Person or Persons Responsible

Instructional Coaches School site Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom Walkthroughs District Assessments Lesson Plans

### G2.B1.S2 Complete coaching cycle of gradual release model and DI.

#### Action Step 1

Provide direct support to teachers utilizing the coaching cycle on the Gradual Release Model and DI on various subject areas.

#### Person or Persons Responsible

Instructional Coaches and CSS

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

lesson development and instructional delivery.

## Plan to Monitor Fidelity of Implementation of G2.B1.S2

Maintaining a Coach Log/Calendar

### **Person or Persons Responsible**

Instructional Coaches CSS School site Administrators

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Pre-Planning Coaching Forms Observation Forms Debriefing Forms

## Plan to Monitor Effectiveness of G2.B1.S2

Improvement in the Instructional Delivery

### **Person or Persons Responsible**

Instructional Coaches CSS School Site Adminsitrators

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Instructional Coaches' Coaching Logs/Calendars

**G2.B1.S3** Use common planning to help to develop the instructional flow of the week.

**Action Step 1**

Participate in collaborative common planning on various subject areas, to help develop the instructional flow of the week.

**Person or Persons Responsible**

Instructional Coaches, CSS, administrators and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans/instructional frameworks

**Facilitator:**

Instructional Coaches and CSS

**Participants:**

General Education Teachers Grades K-5

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Develop a set schedule for common planning

**Person or Persons Responsible**

School site administrators Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Sign in Sheet Instructional Framework/Lesson Plans



### Plan to Monitor Effectiveness of G2.B1.S3

Instructional Framework/Lesson Plans

**Person or Persons Responsible**

Instructional Coaches CSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Pre-Planning Instructional Framework Forms

### G2.B1.S4 Use data analysis to identify areas of weakness and group students accordingly.

**Action Step 1**

Use data analysis to identify areas of weakness and group students accordingly in various subject areas

**Person or Persons Responsible**

Instructional Coaches, CSS, administrators and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student portfolios and district assessments

### Plan to Monitor Fidelity of Implementation of G2.B1.S4

Completion of Differentiated Instruction Framework/ Planning Sheet

**Person or Persons Responsible**

Instructional Coaches CSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Differentiated Instruction Framework Form

## Plan to Monitor Effectiveness of G2.B1.S4

Use assessment to determine student's learning gains

### Person or Persons Responsible

Teachers Instructional Coaches School site Administrators

### Target Dates or Schedule

Weekly

### Evidence of Completion

District Assessments Summative Assessments

**G2.B2** Implementation of new Math and Reading curriculum through active learning strategies (manipulatives, graphic organizers, interactive journals).

**G2.B2.S1** Professional Development on the new math and reading curriculum.

### Action Step 1

Provide professional development on the new math and reading curriculum

#### Person or Persons Responsible

District Personnel

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Instructional lesson plans/ framework and instructional delivery.

#### Facilitator:

District Personnel

#### Participants:

General Education Teachers Grades K-5

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

The development of the Instructional Framework/Lesson planning

**Person or Persons Responsible**

School Site Administrators Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Instructional Lesson Plans/Framework Instructional Delivery

### Plan to Monitor Effectiveness of G2.B2.S1

The appropriate implementation of curriculum in classroom.

**Person or Persons Responsible**

Teachers Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional Development Roster Professional Development Deliverables (PD presentations, handouts, materials) Home Learning Activities Lesson Plans

**G2.B2.S2** Provide students with multiple opportunities to respond to content in interactive journals and engage in authentic tasks that are aligned to the cognitive complexity of the standards.

**Action Step 1**

Utilize collaborative planning to identify specific interactive journal activities that align to the benchmark

**Person or Persons Responsible**

Instructional Coaches Teachers CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students' Interactive Journal Lesson Plan

**Facilitator:**

Instructional Coaches CSS

**Participants:**

General Education Teachers K-5

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Share interactive journal entries/practices during collaborative planning

**Person or Persons Responsible**

Teachers Instructional Coaches Administrators CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Collaborative Planning Agendas Instructional Framework

## Plan to Monitor Effectiveness of G2.B2.S2

Authentic Task and Benchmark Assessments

### Person or Persons Responsible

Teachers Instructional Coaches Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Benchmark Assessments

**G2.B2.S3** Implementation of Mathematical Practices to increase problem solving proficiency through the use of manipulatives.

### Action Step 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standard to support mathematical fluency and problem solving proficiency.

### Person or Persons Responsible

Instructional Coaches CSS Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Authentic Student Work Student Work Samples Planning Agenda Instructional Framework-Lesson Planning Interactive Student Journal

### Facilitator:

Instructional Coaches CSS

### Participants:

General Education Teachers K-5

### Plan to Monitor Fidelity of Implementation of G2.B2.S3

Provide a scheduled collaborative planning time

**Person or Persons Responsible**

Administration Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Instructional Framework/ Lesson Planning Preplanning Agenda/Form

### Plan to Monitor Effectiveness of G2.B2.S3

Instructional Delivery that includes: Gradual Release Responsibility Model to ensure scaffolding of instruction and rigor.

**Person or Persons Responsible**

Administration Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Assessment

**G3.** Teachers will increase student performance through effective delivery of the writing process during writing instruction.

**G3.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G3.B1.S1** Plan and deliver writing lessons that follow an instructional routine.

**Action Step 1**

Conduct classroom walkthroughs to monitor the implementation of writing lessons and the instructional framework.

**Person or Persons Responsible**

Principal Assistant Principal Instructional Supervisor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthrough Documentation Administration Feedback/Reflection on Coaching Logs ETO  
Feedback/Reflection on Support Document

**Action Step 2**

Utilize anchor and calibration sets to model exemplar writing and the writing process.

**Person or Persons Responsible**

Reading Coach Teacher

**Target Dates or Schedule**

March 3, 2014

**Evidence of Completion**

Student Journals Lesson Plans

**Action Step 3**

Conduct coaching cycles and model the implementation of the gradual release model within the writing instructional block.

**Person or Persons Responsible**

ETO CSS Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coaching calendar Coaching logs Debriefing notes

**Action Step 4**

Work collaboratively during planning to develop lessons that follow the Writing at a Glance and the Instructional Framework.

**Person or Persons Responsible**

Reading Coach ETO CSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Planning Agenda Sign-in Sheet Lesson Plans created during planning



**Action Step 5**

Conduct professional development on the writing instructional framework and routines.

**Person or Persons Responsible**

ETO CSS

**Target Dates or Schedule**

September 27, 2013

**Evidence of Completion**

Professional Development Roster Professional Development Deliverables (PD Presentation Handout and Materials)

**Facilitator:**

Lisa Harrison

**Participants:**

Kimberly Negron Marcia McDaniels

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Writing instruction that follows an instructional routine.

**Person or Persons Responsible**

School site Administrators Writing Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Writing Samples Classroom Discussions

### Plan to Monitor Effectiveness of G3.B1.S1

Writing lessons that emphasize on language conventions and provide students with opportunities to edit and correct drafts.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Monthly Writing Assessments District Writing Assessments

**G3.B1.S2** Provide instruction on the various modes of writing throughout the entire writing process (i.e. pre-planning, drafting, conferencing, revising, publishing).

#### Action Step 1

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

#### Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Walkthrough Documentation Administrative Feedback/Reflection on Coaching Log ETO Feedback/Reflection on Support Documentation

#### Action Step 2

Utilize rubrics to provide descriptive and corrective feedback during conferencing.

#### Person or Persons Responsible

Reading Coach ETO CSS

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Journals Progress Monitoring Charts Completed Corrective Feedback Rubrics

### **Action Step 3**

Conduct coaching cycles to model that all components of the writing process are aligned and evident throughout the entire lesson.

#### **Person or Persons Responsible**

Reading Coach ETO CSS

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Coaching Calendar Coaching Log Debriefing Notes

### **Action Step 4**

Incorporate the use of graphic organizer during the pre-planning phase of the writing process.

#### **Person or Persons Responsible**

Reading Coach Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student Journals Lesson Plans Anchor Charts

### **Action Step 5**

Plan for and implement an instructional framework that will allow students to development prompts from planning to publishing.

#### **Person or Persons Responsible**

Reading Coach ETO CSS

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Planning Agendas Sign-in Sheets Lesson Plans created during planning

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G3.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### G3.B1.S3 Implement and monitor the effective use of data in writing instruction.

#### **Action Step 1**

Monitor the use of data being used to drive instruction.

**Person or Persons Responsible**

Principal Assistant Principal Instructional Supervisor

**Target Dates or Schedule**

September 2013 - March 2014

**Evidence of Completion**

WriteScore Data Walkthrough Documentation Administration Feedback/Reflection on Coaching  
Logs ETO Feedback/Reflection on Support Documentation

### **Action Step 2**

Set class-wide goals and post classroom data charts to display students' progress following each assessment.

#### **Person or Persons Responsible**

Reading Coach Teacher

#### **Target Dates or Schedule**

September 2013 - March 2014

#### **Evidence of Completion**

Progress Monitoring Charts

### **Action Step 3**

Create small groups based on the four components of the rubric utilizing writing data.

#### **Person or Persons Responsible**

Reading Coach ETO CSS

#### **Target Dates or Schedule**

September 2013 - March 2014

#### **Evidence of Completion**

Grouping Templates

### **Action Step 4**

Provide professional development on utilizing data to align instructional resources for differentiated writing instruction.

#### **Person or Persons Responsible**

ETO CSS

#### **Target Dates or Schedule**

December 20, 2013

#### **Evidence of Completion**

Professional Development Roster Professional Development Deliverables (PD Presentation Handouts and Materials)

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Title I funds will be used to supplement and enhance instruction at Bunche Park Elementary. Title I funds have been allocated to be used toward purchase of an hourly interventionist/teaching position, supplemental instructional resources/materials, and a Curriculum Involvement Specialist (CIS) position to strengthen our partnership with parents and the community. Bunche Park Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development ; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Education Services; and special support services to special needs populations such as homeless, migrant and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met

#### Title II

The Miami Dade County 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 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

Title III funds are used to supplement and enhance the program for English Language Learner (ELL) by providing to implement and/or provide:

tutorial programs (K-5) This service will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application

#### Title X- Homeless

Bunche Park Elementary participates in the Homeless Assistance Program.

- 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.

Bunche Park Elementary 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

##### Supplemental Academic Instruction (SAI)

Bunche Park Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- 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 school teachers, administrators, and counselors, is also a component of this program.

##### 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) Bunche Park Elementary 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. In addition, Bunche Park Elementary will continue to take part in the Fresh Fruit and Vegetable Program (FFVP), a federally assisted program providing free fresh fruit and vegetable snacks to elementary students during the school day.

##### Head Start

Head Start programs are co-located on the property of Bunche Park Elementary, a Title I school. Joint activities, including professional development and transition processes are shared.

##### Other

##### Parental Involvement Program Description

Bunche Park Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services. Bunche Park Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents. Bunche Park Elementary conducts informal parent surveys to determine specific needs of our parents,



schedule workshops, and Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

School Improve Grant Fund/School Improvement Grant Initiative

Bunche Park Elementary receives funding under the School Improvement Grant/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries and Project CRISS.

Bunche Park Elementary participates in the HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: Get the Facts! , is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including Florida Statue 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 Handbook, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with the Florida Sunshine State Standards.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Teachers will increase student performance through effective delivery of instruction.

**G2.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G2.B1.S1** Professional Development on the gradual release model and DI.

### **PD Opportunity 1**

Provide professional development on the gradual release model and DI

#### **Facilitator**

Instructional Coaches and CSS

#### **Participants**

All General Education Teachers Grades K-5

#### **Target Dates or Schedule**

September 2013

#### **Evidence of Completion**

instructional lesson plans/ framework and instructional delivery.

**G2.B1.S3** Use common planning to help to develop the instructional flow of the week.

**PD Opportunity 1**

Participate in collaborative common planning on various subject areas, to help develop the instructional flow of the week.

**Facilitator**

Instructional Coaches and CSS

**Participants**

General Education Teachers Grades K-5

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans/instructional frameworks

**G2.B2** Implementation of new Math and Reading curriculum through active learning strategies (manipulatives, graphic organizers, interactive journals).

**G2.B2.S1** Professional Development on the new math and reading curriculum.

**PD Opportunity 1**

Provide professional development on the new math and reading curriculum

**Facilitator**

District Personnel

**Participants**

General Education Teachers Grades K-5

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Instructional lesson plans/ framework and instructional delivery.

**G2.B2.S2** Provide students with multiple opportunities to respond to content in interactive journals and engage in authentic tasks that are aligned to the cognitive complexity of the standards.

**PD Opportunity 1**

Utilize collaborative planning to identify specific interactive journal activities that align to the benchmark

**Facilitator**

Instructional Coaches CSS

**Participants**

General Education Teachers K-5

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students' Interactive Journal Lesson Plan

**G2.B2.S3** Implementation of Mathematical Practices to increase problem solving proficiency through the use of manipulatives.

**PD Opportunity 1**

Plan lessons infusing the Mathematical Practices of the Common Core State Standard to support mathematical fluency and problem solving proficiency.

**Facilitator**

Instructional Coaches CSS

**Participants**

General Education Teachers K-5

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Authentic Student Work Student Work Samples Planning Agenda Instructional Framework-Lesson Planning Interactive Student Journal

**G3.** Teachers will increase student performance through effective delivery of the writing process during writing instruction.

**G3.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G3.B1.S1** Plan and deliver writing lessons that follow an instructional routine.

**PD Opportunity 1**

Conduct professional development on the writing instructional framework and routines.

**Facilitator**

Lisa Harrison

**Participants**

Kimberly Negron Marcia McDaniels

**Target Dates or Schedule**

September 27, 2013

**Evidence of Completion**

Professional Development Roster Professional Development Deliverables (PD Presentation Handout and Materials)

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Teachers will increase student performance through effective delivery of instruction.	\$5,700
G3.	Teachers will increase student performance through effective delivery of the writing process during writing instruction.	\$100
Total		\$5,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
Title I	\$1,000	\$100	\$1,100
Title I ESSAC	\$4,200	\$0	\$4,200
Title 1	\$0	\$500	\$500
Total	\$5,200	\$600	\$5,800

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G2. Teachers will increase student performance through effective delivery of instruction.

**G2.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G2.B1.S1** Professional Development on the gradual release model and DI.

#### Action Step 1

Provide professional development on the gradual release model and DI

#### Resource Type

Personnel

#### Resource

Funding substitute coverage in order for teachers to attend professional development.

#### Funding Source

Title I

#### Amount Needed

\$1,000

**G2.B1.S4** Use data analysis to identify areas of weakness and group students accordingly.

**Action Step 1**

Use data analysis to identify areas of weakness and group students accordingly in various subject areas

**Resource Type**

Personnel

**Resource**

Hourly interventionists and teachers Student incentives

**Funding Source**

Title I ESSAC

**Amount Needed**

\$4,200

**G2.B2** Implementation of new Math and Reading curriculum through active learning strategies (manipulatives, graphic organizers, interactive journals).

**G2.B2.S2** Provide students with multiple opportunities to respond to content in interactive journals and engage in authentic tasks that are aligned to the cognitive complexity of the standards.

**Action Step 1**

Utilize collaborative planning to identify specific interactive journal activities that align to the benchmark

**Resource Type**

Other

**Resource**

Compositions Notebooks for students to use as interactive journals.

**Funding Source**

Title 1

**Amount Needed**

\$500

**G3.** Teachers will increase student performance through effective delivery of the writing process during writing instruction.

**G3.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G3.B1.S1** Plan and deliver writing lessons that follow an instructional routine.

**Action Step 5**

Conduct professional development on the writing instructional framework and routines.

**Resource Type**

Other

**Resource**

Writing Journals

**Funding Source**

Title I

**Amount Needed**

\$100