Natural Bridge Elementary School

2014-15 School Improvement Plan

Natural Bridge Elementary School

1650 NE 141ST ST, North Miami, FL 33181

http://nbe.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	96%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

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.

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, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, the stakeholders of Natural Bridge Elementary School commit to providing reflective instructional practices, illustrated through cross curricular opportunities and research based effective teaching strategies that empower all stakeholders. Utilizing all current and evolving media, coaching, mentoring and effective approaches, we ensure all learners will become literate, proactive and responsible members of the community.

Provide the school's vision statement

The vision of Natural Bridge Elementary School community is for all stakeholders to become active participants in lifelong learning at the highest standards of rigor, utilizing proactive analytical and collaborative approaches to problem solving, while nurturing the individual needs and differences of all school community members.

School Environment

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

Natural Bridge Elementary has implemented a mentoring program where students are paired with staff members. These pairs meet on a regular basis to connect with each other, discuss academic progress, and develop a mentor/mentee relationship. We provide quarterly reports to the district on the progress of the mentorship program. Additionally, we have a cultural committee that is responsible for implementing activities such as, Haitian Flag Day, Hispanic Heritage Month, and African-American History Month. During these events we implement a variety of activities to increase cultural awareness.

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

Natural Bridge Elementary currently has two full time security monitors that circulate the entire campus before, during, and after the school day. Also, the front entrance of the campus is manned by an individual, with a visitor log so that all visitors are accounted for. In addition special area teachers have assigned posts throughout the school to assist with morning arrival and afternoon dismissal. There is a Safety Committee that meets periodically to ensure all safety protocols are in place. ID badges are worn by all school employees so that students can easily identify a staff member.

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

In the beginning of the school year we hold grade level assemblies individually to discuss Code of Student Conduct and clear behavior expectations of the students. A copy is sent home for parents to sign and return to school to acknowledge their understanding of the document. A behavior committee provides professional development to all staff member to ensure the behavior management system is consistently implemented with fidelity.

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

As previously mentioned we have a mentoring program that builds student and teacher relationships. Natural Bridge Elementary has a full time counselor who implements group and individual counseling sessions. In addition the counselor visits the classroom and works closely with teachers, students, parents, and the community to ensure social-emotional needs are met. We implement the district's zero tolerance policy for bullying and address any concerns promptly, via an anonymous anti-bullying box placed in strategic locations throughout the school so that students can put their concerns. Some pupil services offered at the school include Thanksgiving Food Drive, Toy Drive, and a Health Connect clinic that's open daily.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Attendance Rate
Students exhibiting two or more EWS indicatiors (Total)
Students who are not proficient in reading by third grade
Students who have ever been retained

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	8	2	2	1	3	23
One or more suspensions	0	0	0	0	0	9	9
Course failure in ELA or Math	13	27	18	46	21	40	165
Level 1 on statewide assessment	0	0	0	72	37	43	152

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

All students identified by the early warning system indicators have been grouped by grade level for intervention. These students are being monitored through the MTSS/RtI process using FAIR-FS reports, district interims, technology reports, STAR, intervention checkpoints, and grades. Furthermore, special area teachers have been scheduled to provide push-in intervention during

Reading Language Arts and Math. Attendance and all behavior issues are addressed in collaboration between the counselor and parent(s).

Resources available include COGNOS reports, Code of Student Conduct, and Spot Success Recognition Program, student at-risk profile report, attendance, SCAMS, universal screening checklist, Behavior Rating Scale, Behavior Observation Checklist, Student Case Management System, and Team Climate Surveys.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188320.

Description

A PIP has been uploaded for this school or district - see the link above.

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 builds and sustains partnerships with the local community through various activities. A small group of students participate in the prestigious Miami Choral Academy , a choral program sponsored by Seraphic Fire. Data indicates that there is a direct correlation between student participation in this program and increased student achievement. We have sustained relationships with community partners such as the City of North Miami Parks and Recreation. They sit on our EESAC committee and also provide resources and support for our parents such as Open House, Back to School Night, Science with a Twist, and Saturday Science Camp.

In addition, we work collaboratively with the City of North Miami Library to ensure that our students have access to literary resources and technology to increase student achievement. Furthermore, we are supported by corporate partnerships such as Value Teachers, Mass Mutuals, and Publix. All of which provide incentives and donations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Smith, Vernescia	Teacher, K-12
Gregoire, Josee	Assistant Principal
Asse, Beverly	Teacher, K-12
MacBride, Frank	Principal
Jimeno, Carmen	Teacher, ESE
Vizcaino, April	Instructional Coach
Cavero-Santana, Carol	Instructional Coach
Glazer, Richard	Psychologist
Dorvil, Dinah	Other
Marcus, Ellen	Guidance Counselor
Desrameaux, Rodney	Attendance/Social Work

Duties

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

Tier 1 (Leadership Team)
Principal, Frank V. MacBride Jr.
Assistant Principal, Dr. Josee Gregoire
Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Primary Teacher, Vernescia Smith
Intermediate Teacher, Beverly Asse
Provide information about core instruction, collaborate with other staff members, integrates materials/ instruction with activities.
Exceptional Student Education Teacher, Maritza Jimeno Integrates core instructional materials/ activities into instruction, and collaborates with general education teachers through such activities as co-teaching.
Instructional Coach/Liaison, Carol Santana and April Vizcaino
Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.
School Psychologist, Richard Glazer
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
PD Liaison Dinah Dorvil,
Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Guidance Counselor, Ellen Marcus
Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Social Worker, Rodney Desraumeaux
Provides social history and family background information on students with academic/behavioral needs.
Tier 2
The following selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, or intervention:
Assistant Principal, Dr. Josee Gregoire
Instructional Coaches, Carol Santana and April Vizcaino
School Psychologist, Richard Glazer
Guidance Counselor, Ellen Marcus
Social Worker, Rodney Desraumeaux
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
Assistant Principal, Dr. Josee Gregoire
Instructional Coaches, Carol Santana and April Vizcaino
School Psychologist, Richard Glazer
Guidance Counselor, Ellen Marcus
Social Worker, Rodney Desraumeaux

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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. 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 Involvement Specialists (CIS), 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 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on 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 protocol

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 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

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.

Supplemental Academic Instruction (SAI)

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

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.

Nutrition Programs

• The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

• Nutrition education, as per state statute, is taught through physical education.

• 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 Food and Nutrition Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

• By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

• Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

• Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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.
Miami Lighthouse/Heiken Children's Vision Program
• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.
Additional school wide programs:
• Youth Crime Watch-partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence. Students are rewarded through the Do The Right Thing recognition program.
• Informed Families, The Florida Partnership (Red Ribbon Certified Schools)-partnership with Informed Families' Red Ribbon Certified Schools encourages effective efforts in the prevention of substance use among youth, promotes team building to get parents, educators and students to work together towards creating a drug-free America.
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.
• An anonymous Bully Box is provided for students, as well as individual and group counseling. In addition, Core Values are included in the daily morning announcements.
Safer, Smarter Kids
• Safer, Smarter Kids is a school-based sexual abuse prevention curriculum for Kindergartners that introduces key concepts of prevention and safety through lessons that incorporate information and skills-based learning, parental involvement and home-based lesson reinforcement. The curriculum is taught via webcast by trained teachers, school social workers and school counselors.
Moving On:
Transition Strategies for 5th Grade Students is a transition manual including four (4) lesson plans and Student Personal Reflection Guide. Lessons include: Requirements for Middle School; Organizational Skills; Confronting/Resolving Fears and Insecurities; and Interpersonal and Communication Skills for dealing with new people and new experiences. All lessons incorporate literacy skills, home learning/ parent components and accommodations for diverse learners and are aligned with the Standard-Based Student Development Program. The curriculum will be implemented by elementary school guidance counselors.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Frank MacBride	Principal
Vernescia Smith	Education Support Employee
Lynda Bandy	Teacher
Andrew Hylton	Teacher
Marie Fiefie	Teacher
Mayeva Smith	Teacher
Kadienne Gomez	Teacher
Carol Santana	Teacher
Deborah Rogers	Education Support Employee
Carol Williams	Education Support Employee
Jean Dulcio	Parent
Barbara Rodriguez	Parent
Kaleena Tramell	Parent
Bernadette Joachim	Parent
Bernie Richmond	Parent
Chante Ferguson	Parent
Susan Monical	Education Support Employee
Eden Yapoor	Student
Francesca Laurent	Student
Dao J. Hauptman	Business/Community
Khalid Salahiddin	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC committee evaluated last year's school improvement plan and reviewed successes and areas of improvement. Actual and target performance goals were compared to determine how closely they matched each other. SAC reviewed goals and strategies to determine the effectiveness on student performance.

Development of this school improvement plan

SAC members will review school improvement plan and all stakeholder's will provide feedback for adjustments to be made based on data analysis and students' needs. All SIP reviews and decisions will be documented in SAC minutes. SAC members also provide final approval of SIP.

Preparation of the school's annual budget and plan

The SAC committee reviews the school's annual budget and provides input on the allocation of funds. SAC members also take into consideration data results, student performance, personnel needs and academic resources to estimate the most effective use of the budget.

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

School improvement funds will be utilized to purchase science lab materials ($250.00) Funds will also be used to purchase motivational rewards and incentives for improving attendance ($500.00). SAC members will review request for funds and then schedule a meeting to discuss and vote for approval of expenditures.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
MacBride, Frank	Principal
Gregoire, Josee	Assistant Principal
Cavero-Santana, Carol	Instructional Coach
Glazer, Richard	Psychologist
Bandy, Lynda	Teacher, K-12
Kopelakis, Tom	Instructional Media
Gomez, Kadienne	Teacher, K-12
Charles, Anastasia	Teacher, K-12
Marcus, Ellen	Guidance Counselor
Smith, Vernescia	Teacher, K-12
Desrameaux, Rodney	Attendance/Social Work

Duties

Describe how the LLT promotes literacy within the school

Students are assessed using the end of year state assessment and FAIR-FS Assessment Period 1 in order to identify intervention groups. Students are then monitored through interim assessments and WonderWorks checkpoints. Using the Fall Interim and FAIR data, the LLT will identify the benchmarks in need of improvement according to the disaggregated data and develop intervention/strategies to address the deficiencies identified. The LLT will also assist in developing cross-curricular activities that promote literacy (i.e. Literacy in Science), promote the use of computer based literacy software, as well as monitor the intervention process. The LLT will provide professional development to staff on monitoring and implementing differentiated reading strategies as well as conduct daily curriculum walkthroughs.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Each grade level has common planning built into their schedule so that they can collaborate in the planning and instruction of the curriculum. Instructional coaches provide support, professional development and modeling to facilitate the implementation of the curriculum appropriately and that it is aligned with district and state standards. Professional learning communities are established to engage teachers in implementing effective strategies in the classroom.

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

Strategy:
1. Provide National Board Certification support – Lynda Bandy
2. Professional Development through Common Core State Standards for Reading and Math – District Personnel
3. Utilize collaborative planning and lesson studies among teachers to implement best practices – Grade Level Chairpersons and Leadership Team
4. Instructional Coaches will implement classroom walkthroughs to assist with rigor in the classroom – Instructional Coaches and Administration
5. Attend Career Fair and post positions on employee portal.

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

Mrs. Shekeita Williams is MINT trained; is an experienced teacher who readily provides coaching and mentoring opportunities to the beginning teacher.
The beginning teacher will also be monitored by the Reading Coach. Collaborative weekly meetings with mentor and leadership team will be held, as well as monthly professional development with the Reading Coach.
Teachers with previous teaching experience and teachers in year two and three are eligible to receive a buddy teacher (i.e. grade-level chair, reading coach, mathematics coach or National Board Certified Teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures its core instructional program and materials are aligned to Florida standards by utilizing district provided research based text. Teachers are trained on the proper use and availability of resources across all content areas. Instructional coaches provide ongoing support to ensure the core instructional program is implemented with fidelity. Walkthroughs are utilized to provide corrective feedback and to monitor alignment with the district pacing guides.

Instructional Strategies

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

State assessments, FAIR-FS, district interims, weekly/unit assessments, intervention data and current technology program reports are used throughout the year to guide instruction. Individual student performance is used to formulate differentiated instructional groups. Differentiated groups will

consist of activities for students at the approaching, on level , and beyond. Students in the lowest 25% will receive small group intervention as well as go through the RtI process to monitor progress.Moreover, the high achieving students will receive enrichment. The LeadershipTeam will monitor the implementation of differentiated instruction.

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: Before School Program

Minutes added to school year: 2,400

The before school tutoring program offers assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the previous year's state assessments.
We also have targeted small group assistance during the school day to help struggling students. The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce and enrich skills taught throughout the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
MacBride, Frank, pr3661@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and leadership team through interim, and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.
FAIR-FS data will also be utilized to progress monitor students attending WonderWorks tutorial sessions. Data will be gathered from Probability of Literacy Success reports by the Reading Coach and classroom teachers to indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.

Strategy: Weekend Program

Minutes added to school year: 1,800

The school offers a Saturday Academy for the lowest 25% students in third and fourth grade to prepare for the Reading and Math FSA test components.
A Science Academy is also provided for the top 45% of the fifth grade students based on the Winter Interim Assessment.

Strategy Rationale

Instruction in core academic subjects and enrichment activities contribute to student high proficiency performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
MacBride, Frank, pr3661@dadeschools.net

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

Students involved in Saturday Academy will be monitored by classroom teachers and leadership team through interim and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

Strategy: After School Program

Minutes added to school year: 2,760

The after school tutoring program offers assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the state test. ELL students are also provided with additional basic language skills.
We also have targeted small group assistance during the school day to help struggling students. The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce and enrich skills taught throughout the school day. ELL students will also have the opportunity to improve speaking, listening, and writing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gregoire, Josee, jgregoire@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and leadership team through interim, and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.
FAIR-FS data will also be utilized to progress monitor students attending WonderWorks tutorial sessions. Data will be gathered from Probability of Literacy Success reports by the Reading Coach and classroom teachers to indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Strategies used for assisting students with the transition from preschool into kindergarten include the administration of the statewide kindergarten screening tool (FLKRS) to determine the readiness of each child coming into kindergarten. In addition, parental involvement is encouraged through participation in EESAC meetings (last Thursday of every month), PTA meetings (3rd Thursday of each month), Parent Academy (last Wednesday of every month) and night school wide events such as report card night (held after first nine week grading period) and Science With A Twist (SWAT) every October. Kindergarten registration began February 2, 2014 and Open House was held on September 16, 2014. Students and parents are invited to an orientation in May given by the teachers in the Early Childhood Department. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee. The Leadership Team will be contacting the local preschools in the community in order to invite them to view the Curriculum as well as all the Educational Services being provided. Provide quarterly parent meetings of three and

four year old children to inservice and provide information to parents on how to prepare their children for kindergarten.

College and Career Readiness

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

G3.   The goal for the 2014-2015 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.

G4.   See Title I Parent Involvement Plan (PIP)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G047171

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - African American	63.0
AMO Math - Hispanic	79.0
AMO Math - ELL	55.0
AMO Math - ED	65.0
AMO Reading - All Students	59.0
AMO Reading - African American	58.0
AMO Reading - Hispanic	70.0
AMO Reading - SWD	35.0
AMO Reading - ED	59.0

Resources Available to Support the Goal 2

- Qualified Teachers, District Pacing Guides, Textbooks, Math/Science Liaison, Promethean Boards, Technology Programs, Computer Lab, Think Central Online Resources, Manipulative Kits, Go Math Series, Discovery Education, Learnzillion, Math/Reading Curriculum Support Specialists, Grade Level Chairs, Intervention Kits/Materials, Reading Coach, America Reads Tutoring Programs, McGraw-Hill Online Resources Writer's Workspace, Science Kits, National Board Certified teachers, Thinking Map Trainers, Response to Literature Trainers, Before/After School Tutoring, Core Academic Materials, Collaborative Planning Time, Time for Kids, Scholastic News, Curriculum Support Specialist for Literacy, Grade Level Chairs, Hands On Science Materials, Gizmos

Targeted Barriers to Achieving the Goal 3

- Limited instructional routines.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

🔑 G047177

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
Attendance Below 90%	
One or More Suspensions	
Students exhibiting two or more EWS indicators (Total)	
Level 1 - All Grades	
Non-proficient Reading by Grade 03	
Retained Students	

Resources Available to Support the Goal 2

- COGNOS Reports, Code of Student Conduct, SPOT Success Recognition Program, Daily Attendance Bulletin, District Attendance Reports, 2015 FSA, MTSS/RtI Team, Interim Reports, Guidance Counselor, Social Worker, Community Involvement Specialist, Intervention Kits, Technology Programs, Tutorial Programs, Communication Logs

Targeted Barriers to Achieving the Goal 3

- There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

- There is a need to reduce the number of students retained.

- Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.

- Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

Plan to Monitor Progress Toward G2. 8

Follow FCIM using data from Interim and 2015 FSA

Person Responsible
Frank MacBride

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Interim Reports

G3. The goal for the 2014-2015 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities. `1a`

🔍 G047178

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal `2`

- Qualified Teachers, District Pacing Guides, Textbooks, Hands on Science Materials, Promethean Boards,Gizmos, Computer Lab, Science Kits, Math/Science Liaison, National Board Certified Teachers, Thinking Map Trainers, Saturday School Tutoring, Core Academic Materials, Collaborative Planning Time, Time For Kids, Scholastic News, Grade Level Chairs, GO Math Series, Think Central Online Resources, Discovery Education, Manipulative Kits, Curriculum Support Specialist

Targeted Barriers to Achieving the Goal `3`

- Students need an increase in the number of experiences to conduct hands on activities and produce project-based learning based on timeline given.

- The percentage of student participation in STEM-related activities needs to be increased.

Plan to Monitor Progress Toward G3. `8`

The Leadership Team will analyze data from monthly benchmark assessments to monitor effectiveness and student progress.

Person Responsible

Josee Gregoire

Schedule

Monthly, from 8/18/2014 to 4/10/2015

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

G4. See Title I Parent Involvement Plan (PIP) `1a`

🔍 G047188

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G047171

G1.B1 Limited instructional routines. 2

🔑 B117554

G1.B1.S1 Instructional Routines: Plan and develop instructional routines to include data driven small group instruction, whole group instruction, collaborative conversations, and enrichment. 4

🔑 S129310

Strategy Rationale

Establishing instructional routines will increase uniformity across all grade levels and subjects.

Action Step 1 5

Provide professional development in all content areas focused on identifying instructional components during grade level planning, building routines inclusive of the prioritized components, and identifying aligned resources.

Person Responsible

Carol Cavero-Santana

Schedule

Monthly, from 9/10/2014 to 11/26/2014

Evidence of Completion

Instructional routine artifacts, sign-in sheet, agenda

Action Step 2 `5`

Teachers in all content area will consistently implement instructional routines collaboratively developed in common planning and identify appropriately aligned resources for remediation and enrichment.

Person Responsible

Frank MacBride

Schedule

Daily, from 9/10/2014 to 11/26/2014

Evidence of Completion

Lesson Plan and Observational Walkthrough Logs

Action Step 3 `5`

Identify and use model classrooms for observational purposes to increase continuous improvement needs in all content areas.

Person Responsible

Josee Gregoire

Schedule

Biweekly, from 9/10/2014 to 11/26/2014

Evidence of Completion

Observation Logs

Action Step 4 `5`

Conduct coaching cycles focused on effective implementation of instructional routines meeting the needs of all learners in all content areas.

Person Responsible

Carol Cavero-Santana

Schedule

Weekly, from 9/19/2014 to 11/26/2014

Evidence of Completion

Coaches Log, Curriculum Specialist Log

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

Participate in professional development with teachers and observe active participation in the development of the instructional routine. Conduct classroom walk throughs to monitor the consistent implementation of instructional routine sand checking for usage of appropriate instructional resources.

Person Responsible

Frank MacBride

Schedule

Weekly, from 9/10/2014 to 11/26/2014

Evidence of Completion

Instructional routine artifacts and observational walkthrough logs

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

Conduct collaborative conversation/debriefing sessions regarding observation of model classrooms. Conduct walk throughs throughout the coaching cycle and exchange feedback.

Person Responsible

Josee Gregoire

Schedule

Weekly, from 9/10/2014 to 11/26/2014

Evidence of Completion

Instructional routine artifacts and observational walkthrough logs

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1

G047177

G2.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools. 2

B117979

G2.B1.S1 The administration, counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardiness, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardiness utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports. 4

S129813

Strategy Rationale

There is a need to increase the effectiveness of identifying students who miss more than 10% of instructional time in order to provide appropriate intervention and support.

Action Step 1 5

The administration, counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardiness, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardiness utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person Responsible

Ellen Marcus

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS Report

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

Follow FCIM using data from COGNOS Report

Person Responsible

Josee Gregoire

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS Report

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

Follow FCIM using data from COGNOS and daily attendance bulletin

Person Responsible

Josee Gregoire

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS Reporrt, Daily Attendance Bulletin, 2015 FSA

G2.B2 There is a need to reduce the number of students retained. 2

B118051

G2.B2.S1 Intervention groups will be established to include all retained students utitlizing the McGraw-Hill WonderWorks Reading program and technology programs. 4

S130034

Strategy Rationale

Students who have been retained need to be identified effectively in order to prevent them from falling behind any further academically. Appropriate intervention and support will reduce the risk of retention.

Action Step 1 5

Establish intervention groups that include all retained students.

Person Responsible

Carol Cavero-Santana

Schedule

Every 2 Months, from 9/8/2014 to 3/13/2015

Evidence of Completion

Interim Assessment

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Following the FCIM, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Josee Gregoire

Schedule

Quarterly, from 9/8/2014 to 4/10/2015

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Following the FCIM, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Frank MacBride

Schedule

Quarterly, from 9/8/2014 to 4/10/2015

Evidence of Completion

Interim Reports, 2015 FSA

G2.B3 Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills. 2

🔧 B118052

G2.B3.S1 Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency. 4

🔧 S130045

Strategy Rationale

There is a need to identify students who are non-proficient in reading by third grade in order to provide appropriate support and intervention with foundational skills, and accessing complex text.

Action Step 1 5

Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Person Responsible

Josee Gregoire

Schedule

Weekly, from 10/6/2014 to 3/13/2015

Evidence of Completion

Interim Assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Following the FCIM , quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Josee Gregoire

Schedule

Biweekly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Following the FCIM, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Frank MacBride

Schedule

Quarterly, from 9/8/2014 to 3/13/2015

Evidence of Completion

Interim Reports, 2015 FSA

G2.B4 Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior. 2

🔑 B118053

G2.B4.S1 The administration and counselor will monitor the SPOT Success Report by grade level and the COGNOS report in student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior. 4

🔑 S130078

Strategy Rationale

Students with behavior referrals need to be identified to prevent suspensions. Appropriate intervention and support must be provide.

Action Step 1 5

The administration and counselor will monitor the SPOT Success Report by grade level and the COGNOS report in student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Person Responsible

Ellen Marcus

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

SPOT Success Report and COGNOS Report

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Follow FCIM using data from COGNOS and SPOT Success Report

Person Responsible

Josee Gregoire

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS Report and SPOT Success Report

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Follow FCIM using data from COGNOS and SPOT Success Report

Person Responsible

Frank MacBride

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS Report and SPOT Success Report, 2015 FSA

G3. The goal for the 2014-2015 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities. `1`

G047178

G3.B1 Students need an increase in the number of experiences to conduct hands on activities and produce project-based learning based on timeline given. `2`

B118328

G3.B1.S1 Students will conduct more hands on activities through Garden Grant, Gizmos, Discovery Education, Science Fair, SWAT(Science with a Twist), field trips, and journal response writing. `4`

S130107

Strategy Rationale

Increasing hands-on activities and student projects will increase the number of STEM experiences students are exposed to.

Action Step 1 `5`

Students will conduct more hands on activities through Garden Grant, Gizmos, Discovery Education, Science Fair, SWAT(Science with a Twist), field trips, and journal response writing.

Person Responsible

April Vizcaino

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

District Interim Reports, Number of STEM-related events/activities

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person Responsible

Josee Gregoire

Schedule

Monthly, from 8/18/2014 to 4/10/2015

Evidence of Completion

District Interim Reports, Number of STEM-related events/activities

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person Responsible

Frank MacBride

Schedule

Quarterly, from 8/18/2014 to 4/10/2015

Evidence of Completion

Formative Assessments: District Interim Reports, 2015 FSA

G3.B2 The percentage of student participation in STEM-related activities needs to be increased. 2

B118334

G3.B2.S1 STEM-related activities will be highly promoted through flyers, morning announcements, and Connect Ed messages to raise awareness and excitement about upcoming events. In addition to activities during school hours, events will also take place after school hours to encourage family involvement in such activities. 4

S130128

Strategy Rationale

Increased STEM related activities will promote the integration of science, technology, and mathematics into the entire curriculum.

Action Step 1 5

More students will participate in hands on activities through Garden Grant, Gizmos, Discover Education, Science Fair, SWAT (Science With A Twist), field trips, and journal response writing.

Person Responsible

April Vizcaino

Schedule

Weekly, from 8/18/2014 to 3/13/2015

Evidence of Completion

District Interim Reports , Number of students participating in STEM-related events/activities

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person Responsible

Josee Gregoire

Schedule

Monthly, from 8/18/2014 to 4/10/2015

Evidence of Completion

District Interim Reports , Number of students participating in STEM-related events/activities

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person Responsible

Frank MacBride

Schedule

Quarterly, from 9/24/2014 to 4/10/2015

Evidence of Completion

Formative Assessments: District Interim Reports, 2015 FSA

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development in all content areas focused on identifying instructional components during grade level planning, building routines inclusive of the prioritized components, and identifying aligned resources.	Cavero-Santana, Carol	9/10/2014	Instructional routine artifacts, sign-in sheet, agenda	11/26/2014 monthly
G2.B1.S1.A1	The administration, counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardiness, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardiness utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.	Marcus, Ellen	8/18/2014	COGNOS Report	6/4/2015 weekly
G2.B2.S1.A1	Establish intervention groups that include all retained students.	Cavero-Santana, Carol	9/8/2014	Interim Assessment	3/13/2015 every-2-months
G2.B3.S1.A1	Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.	Gregoire, Josee	10/6/2014	Interim Assessments	3/13/2015 weekly
G2.B4.S1.A1	The administration and counselor will monitor the SPOT Success Report by grade level and the COGNOS report in student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.	Marcus, Ellen	8/18/2014	SPOT Success Report and COGNOS Report	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Students will conduct more hands on activities through Garden Grant, Gizmos, Discovery Education, Science Fair, SWAT(Science with a Twist), field trips, and journal response writing.	Vizcaino, April	8/18/2014	District Interim Reports, Number of STEM-related events/activities	5/29/2015 biweekly
G3.B2.S1.A1	More students will participate in hands on activities through Garden Grant, Gizmos, Discover Education, Science Fair, SWAT (Science With A Twist), field trips, and journal response writing.	Vizcaino, April	8/18/2014	District Interim Reports , Number of students participating in STEM-related events/activities	3/13/2015 weekly
G1.B1.S1.A2	Teachers in all content area will consistently implement instructional routines collaboratively developed in common planning and identify appropriately aligned resources for remediation and enrichment.	MacBride, Frank	9/10/2014	Lesson Plan and Observational Walkthrough Logs	11/26/2014 daily
G1.B1.S1.A3	Identify and use model classrooms for observational purposes to increase continuous improvement needs in all content areas.	Gregoire, Josee	9/10/2014	Observation Logs	11/26/2014 biweekly
G1.B1.S1.A4	Conduct coaching cycles focused on effective implementation of instructional routines meeting the needs of all learners in all content areas.	Cavero-Santana, Carol	9/19/2014	Coaches Log, Curriculum Specialist Log	11/26/2014 weekly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Conduct collaborative conversation/ debriefing sessions regarding observation of model classrooms. Conduct walk throughs throughout the coaching cycle and exchange feedback.	Gregoire, Josee	9/10/2014	Instructional routine artifacts and observational walkthrough logs	11/26/2014 weekly
G1.B1.S1.MA1	Participate in professional development with teachers and observe active participation in the development of the instructional routine. Conduct classroom walk throughs to monitor the consistent implementation of instructional routine sand checking for usage of appropriate instructional resources.	MacBride, Frank	9/10/2014	Instructional routine artifacts and observational walkthrough logs	11/26/2014 weekly
G2.MA1	Follow FCIM using data from Interim and 2015 FSA	MacBride, Frank	8/18/2014	Interim Reports	6/4/2015 quarterly
G2.B1.S1.MA1	Follow FCIM using data from COGNOS and daily attendance bulletin	Gregoire, Josee	8/18/2014	COGNOS Reporrt, Daily Attendance Bulletin, 2015 FSA	6/4/2015 monthly
G2.B1.S1.MA1	Follow FCIM using data from COGNOS Report	Gregoire, Josee	8/18/2014	COGNOS Report	6/4/2015 biweekly
G2.B2.S1.MA1	Following the FCIM, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	MacBride, Frank	9/8/2014	Interim Reports, 2015 FSA	4/10/2015 quarterly
G2.B2.S1.MA1	Following the FCIM, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gregoire, Josee	9/8/2014	Interim Assessment	4/10/2015 quarterly
G2.B3.S1.MA1	Following the FCIM, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	MacBride, Frank	9/8/2014	Interim Reports, 2015 FSA	3/13/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Following the FCIM , quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Gregoire, Josee	10/13/2014	Interim Assessments	3/13/2015 biweekly
G2.B4.S1.MA1	Follow FCIM using data from COGNOS and SPOT Success Report	MacBride, Frank	8/18/2014	COGNOS Report and SPOT Success Report, 2015 FSA	6/4/2015 monthly
G2.B4.S1.MA1	Follow FCIM using data from COGNOS and SPOT Success Report	Gregoire, Josee	8/18/2014	COGNOS Report and SPOT Success Report	6/4/2015 biweekly
G3.MA1	The Leadership Team will analyze data from monthly benchmark assessments to monitor effectiveness and student progress.	Gregoire, Josee	8/18/2014	Data from District Interim reports will be used to monitor student progress.	4/10/2015 monthly
G3.B1.S1.MA1	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	MacBride, Frank	8/18/2014	Formative Assessments: District Interim Reports, 2015 FSA	4/10/2015 quarterly
G3.B1.S1.MA1	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Gregoire, Josee	8/18/2014	District Interim Reports, Number of STEM-related events/activities	4/10/2015 monthly
G3.B2.S1.MA1	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	MacBride, Frank	9/24/2014	Formative Assessments: District Interim Reports, 2015 FSA	4/10/2015 quarterly
G3.B2.S1.MA1	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Gregoire, Josee	8/18/2014	District Interim Reports , Number of students participating in STEM-related events/activities	4/10/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B1 Limited instructional routines.

G1.B1.S1 Instructional Routines: Plan and develop instructional routines to include data driven small group instruction, whole group instruction, collaborative conversations, and enrichment.

PD Opportunity 1

Provide professional development in all content areas focused on identifying instructional components during grade level planning, building routines inclusive of the prioritized components, and identifying aligned resources.

Facilitator

Carol Santana, Reading Coach

Participants

K-5 Classroom Teachers

Schedule

Monthly, from 9/10/2014 to 11/26/2014

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

G2.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

G2.B1.S1 The administration, counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardiness, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardiness utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

PD Opportunity 1

The administration, counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardiness, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardiness utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Facilitator

Assistant Principal, Guidance Counselor, Community Involvement Specialist

Participants

Parents and students

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.	11,536
Goal 3: The goal for the 2014-2015 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.	2,250
Grand Total	**13,786**

Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

Description	Source	Total
B1.S1.A1 - Rewards and incentives provided through EESAC and PTA	School Improvement Funds	500
B2.S1.A1 - ELL Tutorial Services Grant	Other	3,258
B2.S1.A1 - Personnel for Tutorial Services	Title I Part A	2,120
B3.S1.A1 - Personnel-Tutors	Title I Part A	2,200
B3.S1.A1 - Accelerated Reader Software	Title I Part A	3,258
B4.S1.A1 - Incentives and Rewards funded through PTA	Other	200
Total Goal 2		**11,536**

Goal 3: The goal for the 2014-2015 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.

Description	Source	Total
B1.S1.A1 - Gizmos and Discovery Education Technology	General Fund	1,000
B2.S1.A1 - Evidence- Based Science Materials funded by EESAC	School Improvement Funds	250
B2.S1.A1 - Evidence-Based Math Manipulatives	Title I Part A	1,000
Total Goal 3		**2,250**