Crestview Elementary School

2014-15 School Improvement Plan

Crestview Elementary School

2201 NW 187TH ST, Opa Locka, FL 33056

http://cvwe.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	90%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

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

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

Crestview seeks to have every child become an effective member of our global society through a quality education in a safe, challenging, nurturing, multicultural environment.

Provide the school's vision statement

The mission of Crestview Elementary School, The Center for Discovery through Science, is to foster academic excellence through the improvement of scientific thinking skills, hands-on project-based learning, and accompanying technological advances. We promote respect for self and others, and an appreciation, understanding and awareness of individual differences through multicultural activities and experiences. We provide an enriching environment which will also be safe and secure. We encourage a collaborative partnership of community, school and home.

School Environment

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

The school hosts and facilitates school community meetings (ie. general PTA meetings, EESAC meetings, parental workshops), as well as, implements a school counseling program during the school year to learn about cultures and build teacher-student relationships.

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

The school implements a school-wide character education program, health and fitness program, and the Code of Student Conduct via the school counseling program to promote a safe and healthy environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school utilizes and implements the District Code of Student Conduct, school attendance program, school counseling program to establish and maintain behavior expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school implements a counseling program and RtI to identify, address, and monitor the social-emotional needs of students are being met. In additional the District Code of Student Conduct and character education is infused and enforced within the school community.

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

The school's EWS systems include:
- Monitoring Students Attendance/Implementation of District and School Attendance Program
- Monitoring of student retentions and provide intervention and RtI
- Monitoring of student performance and provide intervention and RtI
The school's EWS include:
- Attendance Below 90%
- Student Retention 1 or more Retentions within grades K-5
- Students Reading FCAT Scale Score Level 1

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	6	3	5	0	5	3	22
One or more suspensions	0	0	0	0	1	0	1
Course failure in ELA or Math	8	14	11	16	9	7	65
Level 1 on statewide assessment	0	0	0	29	27	30	86

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

The school implements and facilitates the following intervention strategies:
- Wonder Works Reading Intervention Pk - 5
- School Attendance Incentive Program Pk - 5
- Go Math/Think Central Math Intervention K-5

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 available at the school site.

Description

See the Crestview Elementary School Parent Involvement Plan

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 facilitates bi-monthly PTA General Meetings, bi-monthly EESAC Meetings, Annual Principal Today Event, Annual Career Day Event, the District Volunteer Program to secure and sustain community support and resources.

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
Montilla, Sabrina	Principal
Kerr, Maria	Assistant Principal
Chaidez, Michellle	Instructional Coach
Ysidro, Matilda	Instructional Coach
Hernandez, Andrea	Instructional Coach
Mahone, Christine	Guidance Counselor

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is properly implementing interventions, conducts assessment effectiveness of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
Assistant Principal: Assists the principal with activities listed above.
Reading Coaches: Provide professional development and classroom follow-up on best practices in ELA and other integrated core subjects, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data, and provides intervention to small groups of students in ELA.
Math Coach: Provides professional development and classroom follow-up on best practices in Mathematics, coordinates pull-out intervention activities, assists with Standards assessments and progress monitoring data, and provides intervention to small groups of students in Mathematics.
Counselor- Oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on Standards. In addition, provides intervention to small groups of students in Reading and Mathematics.
The Rtl team meets once per week to analyze summative data, progress monitoring data, standards/ skills assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement. Agendas and sign-in sheets are kept weekly.

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

Upon conducting a thorough analysis of year-end data by subject and reporting category, instructional priorities are identified. The MTSS/RtI Leadership Team then reviews all strategies/action steps associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness.

Title I

Crestview Elementary School will use Title I funds to purchase one science coach and one para-professional to assist with Professional Development, intervention groups, and other literacy initiatives.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. 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 systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention 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 and special support services to special needs populations.

Title II

Miami-Dade County Public Schools uses supplemental funds for improving basic education as follows:

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

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

SAI

Crestview Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

Crestview offers a non-violence and anti-drug program to students that incorporate a series of lessons delivered by the school resource officer, field trips, and community service projects and activities.

Nutrition Programs

1) Crestview adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Crestview Elementary was recognized as a Silver Award by the Healthy School Alliance.

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

4) Crestview Elementary's 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

Crestview Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other

referral services.

Crestview Elementary School will increase parent engagement/involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting.

Crestview Elementary School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Health Connect in Our Schools

Other:

- 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.

- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS will enhance the health education activities provided by the schools and by the health department. - HCiOS will assure all students receive health education.

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Adam Vega	Business/Community
Alyssa Orbe	Parent
Celine Jose	Student
Diane Dority	Teacher
Earlene Stringer	Education Support Employee
Jasmine Jackson	Parent
Jean Brown	Parent
Jennifer Paulk	Parent
Kerline Jose	Parent
Levline St. Hillaire	Parent
Lisa Braye	Teacher
Sabrina Montilla	Principal
Matilda Ysidro	Teacher
Nicole Reid	Teacher
Odny Pierre	Parent
Robin Harris	Education Support Employee
Samuel Stevenson	Parent
Sharon Benjamin	Teacher
Shermona James	Teacher
Terrella Johnson	Parent
Thera Johnson	Parent
Tyler Banks	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

The SAC meets to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviews the school's improvement plan and annual budget.

Development of this school improvement plan

The SAC meets to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviews the school's improvement plan and annual budget.

Preparation of the school's annual budget and plan

The SAC meets to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviews the school's improvement plan and annual budget.

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

SAC school improvement funds will be used to enrich and supplement the school-wide curriculum program and focus on student academic achievement.

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
Montilla, Sabrina	Principal
Kerr, Maria	Assistant Principal
Chaidez, Michellle	Instructional Coach
Ysidro, Matilda	Instructional Coach
Hernandez, Andrea	Instructional Coach
Mahone, Christine	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in ELA (and related core subject areas). Examples include: Revamping the school's weekly standards/skills assessment program to correlate with the Florida Standards, providing PD to teachers, developing an intervention schedule in Reading and Writing, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

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

The school implements the following initiatives and strategies to encourage and facilitate positive working relationships:
- School Social Committee
- School Weekly Recognition
- School Weekly Newsletter
- School-wide Professional Development Plan and PLCs
- School Weekly Collaboration Sessions

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

The principal and assistant principal will:
- Communicate with human resources to identify personnel highly qualified to fill needed positions.
- Maintain a student centered learning environment that is safe, organized, and collaborative.
- Facilitate continuous professional development.
- Facilitate teacher autonomy and build leadership capacity.

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

The school leadership will provide:
- structured guidance for all new personnel and personnel new to a grade level.subject area.
- paired mentors to support with the daily school organization and procedures.
- ongoing professional growth.
- collaboration sessions to plan and prepare for instruction.

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 utilizes the District adopted Core Instructional Materials, District created Pacing Guides, weekly collaboration sessions, and ongoing professional development to ensure the instructional program is aligned to the Florida Standards.

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

The school collects multiple data points both formally and informally throughout the school year. Data is analyzed during collaboration sessions, during structured data chats, and within grade level groups and then aligned with the Florida Standards to provide quality, effective and rigorous instruction. Differentiated instructional blocks, intervention blocks and enrichment blocks are built into teacher schedules to provide instruction and support directly aligned to student needs.

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

Strategy: After School Program

Minutes added to school year:

The school technology lab will be utilized in the a.m. before school and in the p.m. after school to facilitate student engagement using Reading Plus, SuccessMaker, and other technology resources to assist with student academic achievement.

Strategy Rationale

The school will provide additional learning opportunities for students to support, maintain, and/or increase academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Chaidez, Michellle, mpgarrido@dadeschools.net

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

Data is pulled weekly and monitored by classroom teachers. Teachers meet with students and conduct data reviewed to monitor student participation, growth, and achievement. Data is also reviewed with the leadership team monthly as part of the collaborative process.

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

Crestview Elementary School implements the following strategies in order to assist with the pre-school transition to kindergarten:
- Administer a screening assessment to determine readiness prior to the start of the school year (June - Aug.).
- Conduct a kindergarten orientation meeting for parents and students (August).
- Promote Week of the Young Child (June).

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

NA

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

NA

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

NA

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

NA

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

G2.   We will use EWS to identify at-risk students to provide support and intervention to increase overall student academic performance.

G3.   To prepare students to be college and career ready through STEM initiatives and programs.

G4.   To build strong, continuing family and community involvement to support student achievement through implementation of the Title I Parental 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. We will increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

G050011

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - African American	69.0
AMO Reading - Hispanic	53.0
AMO Reading - SWD	60.0
AMO Reading - ED	67.0
FAA Reading Proficiency	100.0
FSA - English Language Arts - Proficiency Rate	51.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
AMO Math - All Students	69.0
AMO Math - African American	69.0
AMO Math - Hispanic	80.0
AMO Math - SWD	63.0
AMO Math - ED	69.0
FAA Mathematics Proficiency	93.0
FSA - Mathematics - Proficiency Rate	41.0
Math Gains	77.0
Math Lowest 25% Gains	87.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal `2`

- Collaboration Schedule
- Curriculum Coaches
- Florida Standards
- School Wide Professional Development/PLCs
- Technologies

Targeted Barriers to Achieving the Goal `3`

- The need to provide quality, meaningful, and data driven instruction based on individual student needs.

Plan to Monitor Progress Toward G1. 8

Weekly Skills/Topic Assessments, Wonder Works PMD, Interim Assessments, Student Work, Collaboration Agendas/Notes

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Performance Data, Classroom Visitations, Lesson Plans

G2. We will use EWS to identify at-risk students to provide support and intervention to increase overall student academic performance. `1a`

Targets Supported `1b`

`G050010`

Indicator	Annual Target
Attendance Below 90%	4.0
One or More Suspensions	1.0
Level 1 - All Grades	18.0
Non-proficient Reading by Grade 03	18.0
Retained Students	15.0

Resources Available to Support the Goal `2`

- Code of Student Conduct
- Curriculum Coaches
- Interventions
- School Attendance Plan
- 5000 Role Models
- Student Clubs and Activities
- School Counselor and Student Services Team

Targeted Barriers to Achieving the Goal `3`

- Training for faculty and staff to develop and implement best practices to identify and address EWS

Plan to Monitor Progress Toward G2. `8`

Monitor student attendance, referrals, and performance data

Person Responsible
Sabrina Montilla

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

Evidence of Completion
Student Attendance Reports, Student Case Management Reports, Student Performance Data

G3. To prepare students to be college and career ready through STEM initiatives and programs. `1a`

G050009

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal `2`

- Instructional Leaders/Coaches

- Science Lab

- Technology

- City of Miami Gardens Science and Engineering Initiative

Targeted Barriers to Achieving the Goal `3`

- Need to provide quality, meaningful, and data driven instructional based on individual student needs.

Plan to Monitor Progress Toward G3. `8`

Weekly Collaboration, Ongoing Data Collection, Classroom Visitations

Person Responsible
Maria Kerr

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

Evidence of Completion
Student Performance Data, Lesson Plans, Visitation Logs

G4. To build strong, continuing family and community involvement to support student achievement through implementation of the Title I Parental Involvement Plan (PIP). `1a`

G050007

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. We will increase student achievement by improving core instruction in all content areas. `1`

🔑 G050011

G1.B1 The need to provide quality, meaningful, and data driven instruction based on individual student needs. `2`

🔑 B125208

G1.B1.S1 Effective Planning `4`

🔑 S137120

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content skills as a result of rigorous, purposeful, engaging, and appropriate cognitive complexity instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 `5`

Use effective teaching, implementation of DI, data driven instruction, and understanding the depth and range of standards.

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Performance Data, Classroom Visitations, Lesson Plans

Action Step 2 `5`

Design and facilitate on-going professional development to assist the instructional faculty in the use of effective teaching strategies and understanding the depth and range of the standards.

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Performance Data, Classroom Visitations, Lesson Plans

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

Weekly Collaboration Sessions, Ongoing Coaching and Mentoring Support, Daily Classroom Visitations, Monitor Student Data

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Performance Data, Classroom Visitations, Lesson Plans

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

Weekly Collaboration Sessions, Ongoing Coaching and Mentoring Support, Daily Classroom Visitations, Monitor Student Data

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Performance Data, Classroom Visitations, Lesson Plans

G2. We will use EWS to identify at-risk students to provide support and intervention to increase overall student academic performance. [1]

🔑 G050010

G2.B2 Training for faculty and staff to develop and implement best practices to identify and address EWS [2]

🔑 B125216

G2.B2.S1 School Support for faculty/staff and EWS [4]

🔑 S137124

Strategy Rationale

To provide focus on identifying EWS to improve student success by addressing and monitoring student attendance, appropriate student behavior, and student academic performance.

Action Step 1 [5]

Implement a school-wide attendance program.

Person Responsible

Christine Mahone

Schedule

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

Evidence of Completion

Daily Attendance Bulletin, Student Performance Data

Action Step 2 [5]

Implement a student services program to address Code of Student Conduct.

Person Responsible

Christine Mahone

Schedule

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

Evidence of Completion

Student Case Management Reports, Student Performance Data

Action Step 3 `5`

Implement a school-wide intervention program.

Person Responsible

Michellle Chaidez

Schedule

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

Evidence of Completion

Student Performance Data

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

Monitor student attendance, referrals, and performance data

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Attendance Reports, Student Case Management Reports, Student Performance Data

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

Monitor student attendance, referrals, and performance data

Person Responsible

Sabrina Montilla

Schedule

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

Evidence of Completion

Student Attendance Reports, Student Case Management Reports, Student Performance Data

G3. To prepare students to be college and career ready through STEM initiatives and programs. `1`

`G050009`

G3.B1 Need to provide quality, meaningful, and data driven instructional based on individual student needs. `2`

`B125145`

G3.B1.S1 Effective Planning `4`

`S137074`

Strategy Rationale

To implement collaborative structures for routine planning through horizontal and vertical teams to address the course objectives and skills and integrate core subjects.

Action Step 1 `5`

Use effective teaching, implementation of DI, and data driven instruction to provide meaningful learning opportunities.

Person Responsible

Maria Kerr

Schedule

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

Evidence of Completion

Student Performance Data, Classroom Visitations, Science Event Participation Logs

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

Weekly Collaboration, Ongoing Data Collection, Classroom Visitations

Person Responsible

Maria Kerr

Schedule

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

Evidence of Completion

Student Performance Data, Lesson Plans, Visitation Logs

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

Weekly Collaboration, Ongoing Data Collection, Classroom Visitations

Person Responsible

Maria Kerr

Schedule

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

Evidence of Completion

Student Performance Data, Lesson Plans, Visitation Logs

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
G3.B1.S1.A1	Use effective teaching, implementation of DI, and data driven instruction to provide meaningful learning opportunities.	Kerr, Maria	8/18/2014	Student Performance Data, Classroom Visitations, Science Event Participation Logs	6/4/2015 weekly
G1.B1.S1.A1	Use effective teaching, implementation of DI, data driven instruction, and understanding the depth and range of standards.	Montilla, Sabrina	8/18/2014	Student Performance Data, Classroom Visitations, Lesson Plans	6/4/2015 daily
G2.B2.S1.A1	Implement a school-wide attendance program.	Mahone, Christine	8/18/2014	Daily Attendance Bulletin, Student Performance Data	6/4/2015 weekly
G1.B1.S1.A2	Design and facilitate on-going professional development to assist the instructional faculty in the use of effective teaching strategies and understanding the depth and range of the standards.	Montilla, Sabrina	8/18/2014	Student Performance Data, Classroom Visitations, Lesson Plans	6/4/2015 weekly
G2.B2.S1.A2	Implement a student services program to address Code of Student Conduct.	Mahone, Christine	8/18/2014	Student Case Management Reports, Student Performance Data	6/4/2015 weekly
G2.B2.S1.A3	Implement a school-wide intervention program.	Chaidez, Michellle	8/18/2014	Student Performance Data	6/4/2015 daily
G1.MA1	Weekly Skills/Topic Assessments, Wonder Works PMD, Interim Assessments, Student Work, Collaboration Agendas/Notes	Montilla, Sabrina	8/18/2014	Student Performance Data, Classroom Visitations, Lesson Plans	6/4/2015 weekly
G1.B1.S1.MA1	Weekly Collaboration Sessions, Ongoing Coaching and Mentoring Support, Daily Classroom Visitations, Monitor Student Data	Montilla, Sabrina	8/18/2014	Student Performance Data, Classroom Visitations, Lesson Plans	6/4/2015 weekly
G1.B1.S1.MA1	Weekly Collaboration Sessions, Ongoing Coaching and Mentoring Support, Daily Classroom Visitations, Monitor Student Data	Montilla, Sabrina	8/18/2014	Student Performance Data, Classroom Visitations, Lesson Plans	6/4/2015 weekly
G2.MA1	Monitor student attendance, referrals, and performance data	Montilla, Sabrina	8/18/2014	Student Attendance Reports, Student Case Management Reports, Student Performance Data	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Monitor student attendance, referrals, and performance data	Montilla, Sabrina	8/18/2014	Student Attendance Reports, Student Case Management Reports, Student Performance Data	6/4/2015 weekly
G2.B2.S1.MA1	Monitor student attendance, referrals, and performance data	Montilla, Sabrina	8/18/2014	Student Attendance Reports, Student Case Management Reports, Student Performance Data	6/4/2015 weekly
G3.MA1	Weekly Collaboration, Ongoing Data Collection, Classroom Visitations	Kerr, Maria	8/18/2014	Student Performance Data, Lesson Plans, Visitation Logs	6/4/2015 weekly
G3.B1.S1.MA1	Weekly Collaboration, Ongoing Data Collection, Classroom Visitations	Kerr, Maria	8/18/2014	Student Performance Data, Lesson Plans, Visitation Logs	6/4/2015 weekly
G3.B1.S1.MA1	Weekly Collaboration, Ongoing Data Collection, Classroom Visitations	Kerr, Maria	8/18/2014	Student Performance Data, Lesson Plans, Visitation Logs	6/4/2015 weekly

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

G1.B1 The need to provide quality, meaningful, and data driven instruction based on individual student needs.

G1.B1.S1 Effective Planning

PD Opportunity 1

Design and facilitate on-going professional development to assist the instructional faculty in the use of effective teaching strategies and understanding the depth and range of the standards.

Facilitator

Curriculum Coaches

Participants

Instructional Personnel

Schedule

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

G2. We will use EWS to identify at-risk students to provide support and intervention to increase overall student academic performance.

G2.B2 Training for faculty and staff to develop and implement best practices to identify and address EWS

G2.B2.S1 School Support for faculty/staff and EWS

PD Opportunity 1

Implement a school-wide attendance program.

Facilitator

Christine Mahone

Participants

Faculty/Staff, Students, Parents

Schedule

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

PD Opportunity 2

Implement a student services program to address Code of Student Conduct.

Facilitator

Christine Mahone

Participants

Faculty/Staff, Students, Parents

Schedule

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

PD Opportunity 3

Implement a school-wide intervention program.

Facilitator

Michelle Chaidez, Matilda Ysidro

Participants

Instructional Faculty

Schedule

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

G3. To prepare students to be college and career ready through STEM initiatives and programs.

G3.B1 Need to provide quality, meaningful, and data driven instructional based on individual student needs.

G3.B1.S1 Effective Planning

PD Opportunity 1

Use effective teaching, implementation of DI, and data driven instruction to provide meaningful learning opportunities.

Facilitator

Maria Kerr, Lori Ann Caraccia

Participants

Instructional Staff

Schedule

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: We will use EWS to identify at-risk students to provide support and intervention to increase overall student academic performance.	90,500
Grand Total	**90,500**

Goal 2: We will use EWS to identify at-risk students to provide support and intervention to increase overall student academic performance.		
Description	**Source**	**Total**
B2.S1.A1 - EESAC Funds will be used to support the school attendance program.	Other	500
B2.S1.A3 - Title I funds will be used to support the school intervention program via the purchase of one paraprofessional and two interventionists.	Title I Part A	90,000
Total Goal 2		**90,500**