

Key Biscayne K 8 Center



2014-15 School Improvement Plan

Key Biscayne K 8 Center

150 W MCINTYRE ST, Key Biscayne, FL 33149

<http://keybiscayne.dadeschools.net>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

6%

Alternative/ESE Center

No

Charter School

No

Minority

80%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

At Key Biscayne K-8 Center our mission is to provide a nurturing, respectful and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The Key Biscayne Community is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

Provide the school's vision statement

At Key Biscayne K-8 Center we are committed to being a community of life-long learners and caring individuals. We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well being. Key Biscayne K-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship. Our school focuses on excellence by pursuing the highest standards in academic achievement and organizational performance; on integrity by building positive relationships through honesty, respect, and compassion, which enhances the self-esteem, safety, and well-being of our students, families, and staff; on equity by fostering an environment that serves all students and aspires to eliminate the achievement gap; and citizenship by honoring the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that Model which enables Exceptional Student Education (ESE) students to remain in the regular classroom with the regular classroom teacher and the ESE teacher working collaboratively to help these students attain desired levels of achievement. The Extended Foreign Language (EFL) program implemented in grades K-8 allows students, both fluent and non-fluent Spanish speakers, to improve and extend their reading and language abilities to better prepare them to function in our multilingual, multicultural society. In addition to the Advanced Academic courses of the gifted program, middle school offers Advanced Language Arts, Social Studies, Algebra, Geometry, and Physical Science to further develop and challenge those students performing at high levels of achievement.

School Environment

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

Key Biscayne K-8 Center enrolls students from various countries throughout the school year. Due to our extremely diverse population, we pride ourselves in identifying student needs and ensuring these needs are met. Teachers collaborate to provide students access to learning by assigning peer-supporters or study buddies to help students through the adjustment period. Student Service professionals monitor this process to provide any additional needed support.

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

Key Biscayne K-8 Center closely adheres to district-mandated bullying prevention policies. It provides students, teachers, parents, and volunteers with presentations that educate them on maintaining a safe and respectful environment. This occurs throughout the year. This is evidenced by Student of the Month, Peace Ambassadors, parent workshops, peer-support program, group counseling, and other programs. Key Biscayne K-8 Center has been designated a No Place for Hate School by the Anti-

defamation League for the past two years. Our school has three basic rules: be safe, be responsible, be respectful, which carry throughout all activities in the school.

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

Key Biscayne K-8 Center is committed to providing the best possible education for all students. Creating a safe, orderly and welcoming learning environment is critical to educating and preparing all of our students to achieve their potential and contribute to the society. Each morning, students start their day reciting the school pledge against bullying and with words of wisdom from the principal. Rules, reminders, and positive messages are posted throughout the school to promote a cultural of respect and success. The school provides and implements an array of services, program and strategies to ensure that all students are achieving at the highest levels. The school's Student Services Team (SST) comprised of the administrative team, student services personnel and teachers meet bi-monthly to collaborate on strategies to assist and address students' academic, social and behavioral needs. Counselors provide quality services and interventions for "at-risk" students and support the child's academic, emotional, behavioral and social success. Counselors are constantly collecting, interpreting and analyzing data to facilitate the development of intervention plans and to provide support for interventions. Administrators and counselors work closely with students who are in jeopardy of being retrained. Individual and group counseling programs are provided for students, for example, Girl Talk is a middle school lunch group who meets with our Trust Counselor to discuss concerns they may have regarding weight issues and other issues related to growth and the Dolphin Club is for our elementary students who are struggling academically. Mentoring programs such as the Listeners/ Oyentes program help students build their self-esteem and empower students to develop problem-solving skills. The school also has an extensive peer mentoring and peaceful problem-solving program that has earned the Anti-Defamation League's designation as a No Place for Hate school. The counselors provide training to staff, parents and students regarding the Code of Student Conduct and provide numerous parent workshops throughout the year on parenting skills and other important topics.

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

Key Biscayne K-8 Center is committed to the social-emotional welfare of all students. Counselors provide individual, small and large group counseling to the student population, including at-risk students. Parents are encouraged to take an active role in maintaining a healthy home environment throughout the year via parent presentations, parent-teacher conferences, as well as following up on outside resources provided by the school, when needed. Our school prides itself in having teachers and staff volunteer as mentors and has an active Listener's Program.

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

Key Biscayne K-8 Center's primary focus is the safety and well being of our students. We pride ourselves in maintaining a healthy learning environment. This is accomplished through daily monitoring of attendance bulletins and with administrators, counselors, and teachers collaborating on a daily basis to address student needs through grade-level meetings and through a periodic review of the electronic gradebook. When students reach 5 tardies or absences, they are required to speak with a counselor. If students have behavioral concerns, counselors and teachers meet with parent to

discuss behavior modifications. Students in danger of failing are given opportunities to improve with morning tutoring by teachers. Students who score Level 1 on statewide assessments will be placed in remedial classes to receive enhanced instruction to help build proficiency.

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	6	7	8	
Attendance below 90 percent	7	4	5	0	4	4	4	5	13	46
One or more suspensions	0	0	0	0	1	0	0	2	0	3
Course failure in ELA or Math	0	1	1	2	2	2	0	0	0	8
Level 1 on statewide assessment	0	0	0	19	15	17	4	8	7	70

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

Indicator	Grade Level				Total
	3	4	5	7	
Students exhibiting two or more indicators	1	1	1	1	4

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

Students identified by the early warning system who are performing below expectations are referred to the guidance counselor by their teachers. Some students receive individual counseling while others may benefit from small-group interventions. During this time, they are provided with organizational skills and study skills which will help them be more successful. Most teachers provide homework help before or after school. Parents are invited to conference with teachers and counselors to gain a better understanding of academic and/or social needs. Teachers continue to monitor student progress and assign peer supporters to help students succeed.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Key Biscayne K-8 Center maintains a healthy relationship with parents and the community through numerous volunteer opportunities. Parents and community members are invited to attend our annual Volunteer Breakfast where they are provided with all information needed to assist in classes, participate in field trips and work with the Parent Teacher Association. We also provide parents with

ongoing updates through our parent communicator, sent home every Wednesday, and via the monthly school calendar, found on our school's website.

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

Community partnerships are important to this administration and are well integrated in the school's mission vision, and goals. Key Biscayne K-8 Center collaborates with businesses, agencies, cultural and civic organizations and colleges and universities, to coordinate resources and services for families, students and the school community.

Key Biscayne K-8 Center is an integral part of the fabric of our community. We collaborate with community agencies such as the Boy Scouts and Girl Scouts, partner with the Village of Key Biscayne for use of the playing fields, work closely with our police and fire departments through the DARE program and safety courses, and most recently with the Active Seniors on the Key (ASK) organization. The ASK volunteers have become an integral part of our school community. This intergenerational program is a wonderful way for our students to interact with and to value the talents and resources of older generations. Seniors volunteer in classrooms working with students, in our media center reading to children, and started a recycling awareness program, which resulted in a grant from the Key Biscayne Community Foundation to purchase books to educate all of our students on the importance of recycling. The entire school community embraced the recycling program. Teachers included the book in their curriculum; student competed in an art competition, which eventually led to creating recycling bags that were sold as a Parent and Teacher Association (PTA) fundraiser at the local farmers' market. Funds raised were used to purchase books for the media center. Students participated in beach clean-up projects and parents and other community members can be seen using the shopping bags throughout the community. The ASK program continues to grow and volunteers have become an integral part of the Key Biscayne K8 Center family.

The administrator participates in the Principals' Coalition for the Good of the Children, which provides annual community-wide opportunities for Key Biscayne residents to come together and strengthen families and schools on the island, for the benefit of our students. The Coalition has organized and sponsored symposiums on Child Lifestyles and Wellness, "Parenting in a High Tech World", "Empowering Parents to Understand How Their Children Learn", "How to Raise Children to Appreciate What They Have", "How to Talk to Your Children about Drugs and Alcohol", Bullying, CyberSafety, "Sex Has a Pricetag" and presentations and programs to assist parents on the road of parenting. The school also works closely with the Key Biscayne Community Foundation. This year the foundation along with the Village of Key Biscayne, the University of Miami Rosenstiel School Of Marine and Atmospheric Science (RMAS), the Knight Foundation, the Biscayne Nature Center, Google Earth, the Islander News, and all the schools on Key Biscayne, developed a Citizen Scientist Program to assist with the preservation of the natural resources of Key Biscayne. Through the program, students work with the different organizations and become "Citizen Scientists" to address the various challenges to the maintenance of the environmental riches of the Island Paradise.

The PTA is an incredible asset to our school as they assist in organizing several hundred school volunteers into committees, provide another means of communicating with the parents and build strong relationships among parents, teachers and the school, all in the support of students and student achievement. Volunteers support and recognize our students through the Student of the Month, Do the Right Thing, and Peace Maker programs and a variety of awards ceremonies. To promote a spirit of family and community involvement, the PTA has an annual harvest Festival. This old fashion carnival brings sponsors from the community as well as Dade County. Many of sponsors become active participants in our school's career week as well as provide presentation on various topics throughout the year. Former students come back to participate in the fun and games, while earning community service hours. The PTA also sponsors the annual Dinner-Dance, which again, brings our school community together for an evening of dinner, dancing and an auction. These events, organized completely by parent volunteers, solidify our bond as a family.

Our school's enrollment has steadily increased throughout the past few years. Fortunately, our school volunteer program is large and volunteers assist in all areas of the school. They can be found in the cafeteria, working with students in the garden, making copies, reading to children, and working in classrooms. Our school is truly a community school connecting the school, families and the community with one goal in mind- enhancing the academic, social and emotional well-being of all students.

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
Tarafa, Silvia	Principal
Hill, Charlesque	Assistant Principal
Herrera-Torres, Blanca	Assistant Principal

Duties

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

Administrative Team, Silvia Tarafa, principal, Dr. Blanca Herrera-Torres, assistant principal and Charlesque Hill, assistant principal: Provide a common vision for the use of data-based decision-making, ensures the implementation of MTSS/RtI through team building, needs assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Student Services Personnel, Dr. Josefina Estrella, Mirta Pont, and Christy Santi: Provide quality services and expertise on intervention with at-risk students. In addition, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of being retained.

Media Specialist, Gloria Plaza: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding instructional planning; supports the implementation of Tier 1 intervention plans. Identifies 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;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Computer Technician, Grace Iudica: Assists with the technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

Speech Language Pathologist, Debra Palmer: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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/RtI Leadership Team will determine how to develop and maintain a data-analysis system to bring out the best in our school, teachers, and in our students. The team meets monthly to provide teachers with the ability to collaborate on strategies for dealing with students in need of enhanced instruction, review previous assessment data, modify instructional focus, and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks. Based on the above information, the team will identify professional development opportunities and resources that should be made available to staff members. Title III funds are used for personnel in before-school tutoring in the areas of Reading and Math for English Language Learners in grades 3 through 8.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Caroline Silva	Student
Sandra Manzieri	Teacher
Silvia Tarafa	Principal
Erica Corey	Teacher
Allison McCormick	Parent
Paulette Skinner	Teacher
Joan Nordhagen	Teacher
Josefina Estrella	Teacher
Leah Moore	Teacher
Erica Cheva	Teacher
Landy Hernandez	Teacher
Maria Cruz	Education Support Employee
Marina Ventura	Parent
Jeffrey Brosco	Parent
Nancy Levitt Davis	Parent
Sandra Beggs	Parent
Skye Hervas-Jones	Student
Ed Stone	Business/Community
Vivian Galego-Mendez	Business/Community
Eric Lang	Business/Community
Santiago Larretape	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 committee reviewed last year's school improvement plan during monthly meetings. Members were given opportunities to provide feedback and make modifications to the plan, when necessary.

Development of this school improvement plan

Provided feedback about current improvement strategies being implemented this year and made suggestions for the 2014-2015 school year.

Preparation of the school's annual budget and plan

Members vote to approve utilization of EESAC budget and assist with planning key initiatives on an annual basis.

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

Accelerated Reader Program, \$5,400.00
Books for the Media Center \$1,200.00

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
Tarafa, Silvia	Principal
Hill, Charlesque	Assistant Principal
Herrera-Torres, Blanca	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will oversee the implementation of the LAFS and MAFS Standards by targeting student participation in Accelerated Reader, Reading Plus, iReady, and other technology programs which will enhance fluency, vocabulary, and comprehension. Students with reading deficiencies will receive rigorous instruction utilizing the Wonder Works and Passport Reading Journeys instructional materials during elementary pull-out and the secondary Intensive Reading block. Teachers will use the new Reading series Wonders to provide comprehensive reading instruction in K-5.

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

Key Biscayne K-8 Center administration encourages positive working relationships between teachers through common planning time and collaboration opportunities. Grade level and department chairpersons are provided numerous occasions to attend professional development workshops, meetings and conferences to gain current educational insight and share valuable information with their colleagues.

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

1. The principal reviews applicant's qualifications, conducts an extensive interview and matches candidates with the school's needs.
2. Teachers are provided with support from the administrative team, as well as, a mentor.
3. The principal provides a positive, professional work environment, and fosters relationships among staff.
4. Professional development opportunities will be made available to the teachers.

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

1. Newly hired teachers are provided a mentor teacher within their subject area and/or grade level to assist with understanding school policies and procedures.
2. New teachers are paired with veteran teachers who have been trained through the MINT program with Miami-Dade County Public Schools.
3. New teachers will be provided common planning time with their corresponding grade level and will participate in grade level meetings, data chats, and professional development.

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

Key Biscayne K-8 Center adheres to curriculum practices required by M-DCPS. Teachers following district pacing guides and use complementary instructional materials with fidelity. Teachers receive monthly, in-house professional development that aligns to the Florida Standards and targets school goals. The administration monitors the implementation of targeted instructional practices.

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 administration meets with teachers to review data throughout all grade levels and content areas to ensure teachers identify students in need of remediation and targeted instruction. This model of differentiated instruction is evident by students being placed in reading circles and pull-out groups as a follow-up to whole group instruction. Teachers use numerous supplemental programs such as Reading Plus, Reflex Math, Gizmos, Imagine Learning, and other programs. Also, struggling students are provided with tutoring opportunities before and after school to build math and reading proficiency.

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: 6,500

The administration will target before and after school participation in Gizmos, Reading Plus, iReady and other technology programs to assist with remediation. Enrichment activities are provided after school through STEM programs. Grade-level teachers are provided with common time to plan, collaborate and complete professional development, as needed.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tarafa, Silvia, pr2741@dadeschools.net

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

Reports from iReady, Reading Plus and other programs are analyzed along with student work and teacher observations.

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

At Key Biscayne K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), Comprehensive English Language Learners Assessment (CELLA), and Florida Assessments for Instruction in Reading (FAIR). Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-administrated mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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

The administration, with the assistance of the school counselor meets with students to explore career options and determine personal goals and interests. Students are provided with elective course offerings to help them prepare for high school academy and magnet program requirements.

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

Based on the need for increased participation in the areas of Science, Technology, Engineering, and Mathematics, students will receive greater exposure to inquiry based activities that allow for testing of hypotheses, data analysis, models, and various investigative methods during the Science block.

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

Students are provided with numerous high school level courses in the areas of Science and Mathematics. This allows students to take more advanced courses upon entering high school and make them eligible for IB and AP classes. Students who successfully pass examinations at the end of those courses will receive college credit. Students are also provided the opportunity to complete courses through Florida Virtual School, when they have other interests beyond the day-school program.

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

Students are provided with numerous high school level courses in the areas of science, mathematics, and languages. This allows students to take more advanced level courses upon entering high school. This makes them eligible for more rigorous courses, such as AP and IB programs. Students who successfully pass examinations at the end of those courses will receive high school credit.

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 increase student achievement by improving core instruction in Math.
- G3.** To increase student achievement by improving core instruction in Reading.
- G4.** To increase student achievement by improving core instruction in Writing.
- G5.** To increase student achievement by improving core instruction in Science.

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

G046079

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	91.0
AMO Math - White	89.0

Resources Available to Support the Goal 2

- Content area liasons, common planning, promethean boards, ELMO, Scope, Super Science, Gizmos, document cameras, 4-5 computers per classroom, AR, media specialist, media center, science fair, ESOL tutoring, Edgenuity, Reading Plus, Robotics club, Future Cities.

Targeted Barriers to Achieving the Goal 3

- Limited use of text based writing in all content areas

Plan to Monitor Progress Toward G1. 8

The administration will monitor student progress on Interim Assessments, Unit assessments and teacher-made tests.

Person Responsible

Silvia Tarafa

Schedule

Monthly, from 11/7/2014 to 6/4/2015

Evidence of Completion

Results of Interim Assessments, Unit assessments and teacher-made tests.

G2. To increase student achievement by improving core instruction in Math. 1a

G051658

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	98.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G3. To increase student achievement by improving core instruction in Reading. 1a

G051654

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	91.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G4. To increase student achievement by improving core instruction in Writing. 1a

G051657

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	75.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G5. To increase student achievement by improving core instruction in Science. 1a

G051655

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

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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**

 G046079

G1.B1 Limited use of text based writing in all content areas **2**

 B113971

G1.B1.S1 Reading: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. **4**

 S125424

Strategy Rationale

Teachers will increase the use graphic organizers and understanding writing rubric throughout the content areas in order to improve text-based, expository and argumentative writing.

Action Step 1 **5**

Introduce the writing process using graphic organizers and rubrics during a professional development.

Person Responsible

Silvia Tarafa

Schedule

On 10/7/2014

Evidence of Completion

Sign-in sheets, agenda, graphic organizers, rubrics.

Action Step 2 5

Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 10/17/2014 to 12/1/2014

Evidence of Completion

Lesson plans, graphic organizers

Action Step 3 5

Conduct coaching cycles and model writing strategies during instruction based on teacher need.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Observation notes

Action Step 4 5

Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets , agenda, observation notes.

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

Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Grade level sign-in sheets , agenda notes, and observation notes.

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

Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.

Person Responsible

Silvia Tarafa


Schedule

Monthly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Writing grades and assessment results

G1.B1.S2 Writing: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S140732

Strategy Rationale

Teachers will increase the use graphic organizers and understanding writing rubric throughout the content areas in order to improve text-based, expository and argumentative writing.

Action Step 1 5

Introduce the writing process using graphic organizers and rubrics during a professional development.

Person Responsible

Silvia Tarafa

Schedule

On 10/7/2014

Evidence of Completion

Sign-in sheets, agenda, graphic organizers, rubrics.

Action Step 2 5

Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 10/17/2014 to 12/1/2014

Evidence of Completion

Lesson plans, graphic organizers

Action Step 3 5

Conduct coaching cycles and model writing strategies during instruction based on teacher need.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Observation notes

Action Step 4 5

Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets , agenda, observation notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Grade level sign-in sheets , agenda notes, and observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.

Person Responsible

Silvia Tarafa


Schedule

Monthly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Writing grades and assessment results

G1.B1.S3 Social Science: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S140733

Strategy Rationale

Teachers will increase the use graphic organizers and understanding writing rubric throughout the content areas in order to improve text-based, expository and argumentative writing.

Action Step 1 5

Introduce the writing process using graphic organizers and rubrics during a professional development.

Person Responsible

Silvia Tarafa

Schedule

On 10/7/2014

Evidence of Completion

Sign-in sheets, agenda, graphic organizers, rubrics.

Action Step 2 5

Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 10/17/2014 to 12/1/2014

Evidence of Completion

Lesson plans, graphic organizers

Action Step 3 5

Conduct coaching cycles and model writing strategies during instruction based on teacher need.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Observation notes

Action Step 4 5

Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets , agenda, observation notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Grade level sign-in sheets , agenda notes, and observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.

Person Responsible

Silvia Tarafa


Schedule

Monthly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Writing grades and assessment results

G1.B1.S4 Math: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S140734

Strategy Rationale

Teachers will increase the use graphic organizers and understanding writing rubric throughout the content areas in order to improve text-based, expository and argumentative writing.

Action Step 1 5

Introduce the writing process using graphic organizers and rubrics during a professional development.

Person Responsible

Silvia Tarafa

Schedule

On 10/7/2014

Evidence of Completion

Sign-in sheets, agenda, graphic organizers, rubrics.

Action Step 2 5

Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 10/17/2014 to 12/1/2014

Evidence of Completion

Lesson plans, graphic organizers

Action Step 3 5

Conduct coaching cycles and model writing strategies during instruction based on teacher need.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Observation notes

Action Step 4 5

Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets , agenda, observation notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Grade level sign-in sheets , agenda notes, and observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.

Person Responsible

Silvia Tarafa


Schedule

Monthly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Writing grades and assessment results

G1.B1.S5 Science: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S140735

Strategy Rationale

Teachers will increase the use graphic organizers and understanding writing rubric throughout the content areas in order to improve text-based, expository and argumentative writing.

Action Step 1 5

Introduce the writing process using graphic organizers and rubrics during a professional development.

Person Responsible

Silvia Tarafa

Schedule

On 10/7/2014

Evidence of Completion

Sign-in sheets, agenda, graphic organizers, rubrics.

Action Step 2 5

Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 10/17/2014 to 12/1/2014

Evidence of Completion

Lesson plans, graphic organizers

Action Step 3 5

Conduct coaching cycles and model writing strategies during instruction based on teacher need.

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Observation notes

Action Step 4 5

Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets , agenda, observation notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

Person Responsible

Silvia Tarafa

Schedule

Biweekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Grade level sign-in sheets , agenda notes, and observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.

Person Responsible

Silvia Tarafa

Schedule

Monthly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Writing grades and assessment results

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	Introduce the writing process using graphic organizers and rubrics during a professional development.	Tarafa, Silvia	10/7/2014	Sign-in sheets, agenda, graphic organizers, rubrics.	10/7/2014 one-time
G1.B1.S2.A1	Introduce the writing process using graphic organizers and rubrics during a professional development.	Tarafa, Silvia	10/7/2014	Sign-in sheets, agenda, graphic organizers, rubrics.	10/7/2014 one-time
G1.B1.S3.A1	Introduce the writing process using graphic organizers and rubrics during a professional development.	Tarafa, Silvia	10/7/2014	Sign-in sheets, agenda, graphic organizers, rubrics.	10/7/2014 one-time
G1.B1.S4.A1	Introduce the writing process using graphic organizers and rubrics during a professional development.	Tarafa, Silvia	10/7/2014	Sign-in sheets, agenda, graphic organizers, rubrics.	10/7/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S5.A1	Introduce the writing process using graphic organizers and rubrics during a professional development.	Tarafa, Silvia	10/7/2014	Sign-in sheets, agenda, graphic organizers, rubrics.	10/7/2014 one-time
G1.B1.S1.A2	Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.	Tarafa, Silvia	10/17/2014	Lesson plans, graphic organizers	12/1/2014 weekly
G1.B1.S2.A2	Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.	Tarafa, Silvia	10/17/2014	Lesson plans, graphic organizers	12/1/2014 weekly
G1.B1.S3.A2	Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.	Tarafa, Silvia	10/17/2014	Lesson plans, graphic organizers	12/1/2014 weekly
G1.B1.S4.A2	Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.	Tarafa, Silvia	10/17/2014	Lesson plans, graphic organizers	12/1/2014 weekly
G1.B1.S5.A2	Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrates understanding of information from multiple sources.	Tarafa, Silvia	10/17/2014	Lesson plans, graphic organizers	12/1/2014 weekly
G1.B1.S1.A3	Conduct coaching cycles and model writing strategies during instruction based on teacher need.	Tarafa, Silvia	11/26/2014	Observation notes	6/4/2015 weekly
G1.B1.S2.A3	Conduct coaching cycles and model writing strategies during instruction based on teacher need.	Tarafa, Silvia	11/26/2014	Observation notes	6/4/2015 weekly
G1.B1.S3.A3	Conduct coaching cycles and model writing strategies during instruction based on teacher need.	Tarafa, Silvia	11/26/2014	Observation notes	6/4/2015 weekly
G1.B1.S4.A3	Conduct coaching cycles and model writing strategies during instruction based on teacher need.	Tarafa, Silvia	11/26/2014	Observation notes	6/4/2015 weekly
G1.B1.S5.A3	Conduct coaching cycles and model writing strategies during instruction based on teacher need.	Tarafa, Silvia	11/26/2014	Observation notes	6/4/2015 weekly
G1.B1.S1.A4	Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Sign-in sheets , agenda, observation notes.	6/4/2015 biweekly
G1.B1.S2.A4	Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Sign-in sheets , agenda, observation notes.	6/4/2015 biweekly
G1.B1.S3.A4	Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Sign-in sheets , agenda, observation notes.	6/4/2015 biweekly

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Key Biscayne K 8 Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A4	Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Sign-in sheets , agenda, observation notes.	6/4/2015 biweekly
G1.B1.S5.A4	Attend professional development and grade level meetings. Conduct classroom walkthroughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Sign-in sheets , agenda, observation notes.	6/4/2015 biweekly
G1.MA1	The administration will monitor student progress on Interim Assessments, Unit assessments and teacher-made tests.	Tarafa, Silvia	11/7/2014	Results of Interim Assessments, Unit assessments and teacher-made tests.	6/4/2015 monthly
G1.B1.S1.MA1	Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.	Tarafa, Silvia	11/26/2014	Writing grades and assessment results	6/4/2015 monthly
G1.B1.S1.MA1	Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Grade level sign-in sheets , agenda notes, and observation notes.	6/4/2015 biweekly
G1.B1.S2.MA1	Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.	Tarafa, Silvia	11/26/2014	Writing grades and assessment results	6/4/2015 monthly
G1.B1.S2.MA1	Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Grade level sign-in sheets , agenda notes, and observation notes.	6/4/2015 biweekly
G1.B1.S3.MA1	Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.	Tarafa, Silvia	11/26/2014	Writing grades and assessment results	6/4/2015 monthly
G1.B1.S3.MA1	Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Grade level sign-in sheets , agenda notes, and observation notes.	6/4/2015 biweekly
G1.B1.S4.MA1	Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.	Tarafa, Silvia	11/26/2014	Writing grades and assessment results	6/4/2015 monthly
G1.B1.S4.MA1	Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.	Tarafa, Silvia	11/26/2014	Grade level sign-in sheets , agenda notes, and observation notes.	6/4/2015 biweekly
G1.B1.S5.MA1	Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.	Tarafa, Silvia	11/26/2014	Writing grades and assessment results	6/4/2015 monthly
G1.B1.S5.MA1	Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing	Tarafa, Silvia	11/26/2014	Grade level sign-in sheets , agenda notes, and observation notes.	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strategies using graphic organizers and rubrics during content instruction.				

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 Opportunities

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 use of text based writing in all content areas

G1.B1.S1 Reading: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Introduce the writing process using graphic organizers and rubrics during a professional development.

Facilitator

Ms. Plaza, Media Specialist Ms. Teurbe-Tolon, Reading Liason

Participants

All faculty K-8.

Schedule

On 10/7/2014

G1.B1.S2 Writing: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Introduce the writing process using graphic organizers and rubrics during a professional development.

Facilitator

Ms. Plaza, Media Specialist Ms. Teurbe-Tolon, Reading Liason

Participants

All faculty K-8.

Schedule

On 10/7/2014

G1.B1.S3 Social Science: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Introduce the writing process using graphic organizers and rubrics during a professional development.

Facilitator

Ms. Plaza, Media Specialist Ms. Teurbe-Tolon, Reading Liason

Participants

All faculty K-8.

Schedule

On 10/7/2014

G1.B1.S4 Math: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Introduce the writing process using graphic organizers and rubrics during a professional development.

Facilitator

Ms. Plaza, Media Specialist Ms. Teurbe-Tolon, Reading Liason

Participants

All faculty K-8.

Schedule

On 10/7/2014

G1.B1.S5 Science: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Introduce the writing process using graphic organizers and rubrics during a professional development.

Facilitator

Ms. Plaza, Media Specialist Ms. Teurbe-Tolon, Reading Liason

Participants

All faculty K-8.

Schedule

On 10/7/2014

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 1: To increase student achievement by improving core instruction in all content areas.	15,800
Grand Total	15,800

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

Description	Source	Total
B1.S1.A1 - Accelerated Reader Program	School Improvement Funds	7,000
B1.S1.A1 - Magazine Subscriptions: Scope, Time for Kids, UpFront, Science Today	General Fund	8,000
B1.S1.A1 - Books for the Media Center	School Improvement Funds	800
Total Goal 1		15,800